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Volume - 4

Educational Policies & Educational Measurement and Evaluation

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VOLUME 4

EDUCATIONAL POLICIES & EDUCATIONAL MEASUREMENT AND EVALUATION

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CONTENTS

CHAP : 01	National Education Policy	5
CHAP : 02	Delhi Education Act, 1973 and Delhi School Education Rules, 1973	66
CHAP : 03	Right to Education (RTE) Act, 2009	128
CHAP : 04	Constitutional Provisions Related to Education	191
CHAP : 05	Educational Measurement: Concepts, Tools, and Techniques	252
CHAP : 06	Types of Tests	308
CHAP : 07	Formative and Summative Evaluation (CCE)	373
CHAP : 08	Statistics in Education	438
CHAP : 09	Grading Systems and Reporting	496

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CHAPTER 01
National Education Policy

1. Article 21A was inserted into the Constitution of India by which Constitutional Amendment Act to make free and compulsory education a Fundamental Right for children aged 6 to 14 years?
(A) 42nd Constitutional Amendment Act, 1976
(B) 44th Constitutional Amendment Act, 1978
(C) 86th Constitutional Amendment Act, 2002
(D) 92nd Constitutional Amendment Act, 2003

2. Prior to the 86th Constitutional Amendment Act of 2002, the provision for free and compulsory education for children was contained under which Article of the Constitution of India?
(A) Article 46
(B) Article 350A
(C) Article 45
(D) Article 51A

3. Article 51A(k) of the Constitution of India, added by the 86th Amendment Act, imposes a fundamental duty on:
(A) Every parent or guardian to provide educational opportunities to their child or ward aged 6 to 14 years
(B) Union and State Governments to allocate at least 6% of Gross Domestic Product exclusively towards public education
(C) State Governments and local authorities to establish public schools within a walking distance of 1 km for all children
(D) Head Teachers and institutional administrators to ensure 100% attendance and retention across all primary grades

4. Article 350A of the Constitution of India relates primarily to which of the following educational provisions?
(A) Reservation of seats for Scheduled Castes and Scheduled Tribes in public and private higher educational institutions
(B) Special educational grants and constitutional provisions for the advancement of the Anglo-Indian community
(C) Equal educational opportunities for economically weaker sections in private unaided schools under statutory mandates
(D) Provision of adequate facilities for instruction in mother tongue at the primary stage to linguistic minority groups

5. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The Constitution (Forty-second Amendment) Act, 1976 transferred 'Education' from the State List to the Concurrent List of the Seventh Schedule.
Reason (R): Placing education in the Concurrent List allowed both the Parliament and State Legislatures to legislate on education, ensuring national uniformity while retaining state flexibility.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Article 46 of the Directive Principles of State Policy directs the State to promote with special care the educational and economic interests of:
(A) Women, infants, and young children residing in economically backward rural regions
(B) Recognized linguistic and religious minority communities residing across various states
(C) Differently abled, neurodivergent, and physically challenged children requiring specialized care
(D) Weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes

7. Which Committee/Commission was the first in post-independence India to recommend the establishment of the University Grants Commission (UGC)?
(A) Secondary Education Commission (1952-53)
(B) Education Commission (1964-66)

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(C) University Education Commission (1948-49)
(D) National Knowledge Commission (2005)

8. Consider the following statements regarding the Secondary Education Commission (1952-53):
I. It was chaired by Dr. A. Lakshmanaswami Mudaliar.
II. It recommended the introduction of the Multipurpose School system.
III. It suggested a 3-year Secondary and 4-year Higher Secondary structure.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

9. The Education Commission (1964-66) under the chairmanship of Dr. D. S. Kothari proposed which specific financial target for national expenditure on education?
(A) 3% of Gross National Product (GNP)
(B) 4.5% of Gross Domestic Product (GDP)
(C) 10% of total Central and State budgets
(D) 6% of Gross National Product (GNP)

10. The concept of the "Common School System" as articulated by the Kothari Commission (1964-66) implies:
(A) A public education system open to all children irrespective of social or economic status, providing equal quality education
(B) Identical infrastructural facilities and physical amenities across all private and public schools operating in the country
(C) Standardized central board examinations and uniform assessment models for all recognized schools across India
(D) A single uniform medium of instruction strictly in the English language across all educational institutions nationwide

11. Which policy recommended the 10+2+3 structure of education for the first time across India?
(A) Secondary Education Commission, 1952-53
(B) National Policy on Education, 1986
(C) National Education Policy, 2020
(D) National Policy on Education, 1968

12. Consider the following statements regarding the Three-Language Formula recommended under NPE 1968:
I. At the secondary stage, the state government should encourage the study of a modern Indian language, preferably a South Indian language, in Hindi-speaking states.
II. In non-Hindi speaking states, Hindi, English, and the regional language should be studied.
III. English was recommended as the sole medium of instruction at the secondary level across all states.
IV. Mother tongue or regional language was promoted as the medium of instruction at the primary level.
Which of the above statements are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

13. What was a major emphasis of NPE 1968 regarding science and technology education?
(A) Making science education optional in secondary classes to reduce academic stress
(B) Replacing traditional mathematics with computer coding and robotics in primary schools
(C) Mandatory inclusion of science education and research as an integral part of school education
(D) Restricting science teaching exclusively to specialized technical and vocational streams

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14. Which committee was constituted in 1990 to review the National Policy on Education 1986?
(A) Yashpal Committee
(B) Janardhana Reddy Committee
(C) Kasturirangan Committee
(D) Acharya Ramamurti Committee

15. Under the scheme 'Operation Blackboard' launched following NPE 1986, which set of minimum essential facilities was prescribed for every primary school?
(A) At least two reasonably large rooms, minimum two teachers (one female), and necessary teaching-learning equipment
(B) Smart digital classrooms, dedicated computer laboratories, and five subject-specialist teachers per school
(C) Three spacious classrooms, one fully equipped science laboratory, and a dedicated multi-sport playing facility
(D) A large playground, continuous CCTV security coverage, and one specialized primary language teacher per grade

16. What was the primary mandate of establishing Jawahar Navodaya Vidyalayas (JNVs) as envisioned under NPE 1986?
(A) To provide free commercial vocational education and skill training to urban dropouts
(B) To provide good quality modern education, including cultural values and environmental awareness, to talented children predominantly from rural areas
(C) To prepare enrolled students exclusively for national defense service entry examinations and physical tests
(D) To run privately funded residential schools for exceptionally gifted students in metropolitan cities

17. Under NPE 1986, which institutional body was created at the district level to strengthen teacher training and academic support for primary and adult education?
(A) State Council of Educational Research and Training (SCERT)
(B) Block Resource Centre (BRC)
(C) District Institute of Education and Training (DIET)
(D) Central Institute of Educational Technology (CIET)

18. The Programme of Action (POA) 1992 modified NPE 1986 by introducing which major focus area regarding vocational education?
(A) Flexible, modular vocational courses with entry and exit facilities, aligned with regional employment needs
(B) Complete elimination of general academic subjects in higher secondary classes across all streams
(C) Making compulsory vocational skill training mandatory for all primary students from Class 1 onwards
(D) Restricting vocational education and training courses strictly to post-graduate university studies

19. National Open School (NOS), established in 1989 following NPE 1986 recommendations, was later renamed as:
(A) Indira Gandhi National Open University (IGNOU)
(B) Central Board of Secondary Education (CBSE)
(C) National Institute of Open Schooling (NIOS)
(D) State Institute of Open Schooling (SIOS)

20. The Yashpal Committee Report (1993) titled 'Learning Without Burden' primarily addressed which major issue in Indian school education?
(A) Inadequate teacher salaries, poor working conditions, and job insecurity in private schools
(B) Lack of standardized physical infrastructure and laboratory facilities in technical institutes
(C) Medium of instruction choices and language barriers in higher technical and engineering colleges
(D) Overburdening of school children with heavy school bags and non-comprehended curriculum

21. Which committee drafted the National Education Policy 2020?
(A) T. S. R. Subramanian Committee
(B) Dr. K. Kasturirangan Committee
(C) Prof. Yashpal Committee
(D) Dr. Anil Kakodkar Committee

22. NEP 2020 replaces the existing 10+2 pedagogical and curricular structure of school education with which new structure?
(A) 5+3+3+4
(B) 3+5+3+4
(C) 5+4+3+2
(D) 4+3+3+5

23. What age group is covered under the Foundational Stage of the 5+3+3+4 structure in NEP 2020?
(A) Ages 6 to 11
(B) Ages 8 to 11
(C) Ages 3 to 6
(D) Ages 3 to 8

24. Match List I with List II regarding stages in NEP 2020:
List I: (Stage)
P. Foundational Stage
Q. Preparatory Stage
R. Middle Stage
S. Secondary Stage
List II: (Classes/Ages)
1. Classes 6 to 8 (Ages 11-14)
2. Classes 9 to 12 (Ages 14-18)
3. 3 years of Anganwadi/Pre-school + Classes 1 & 2 (Ages 3-8)
4. Classes 3 to 5 (Ages 8-11)
Which of the following options represents the correct match?
(A) P-3, Q-4, R-1, S-2

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(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

25. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): NEP 2020 mandates that universal acquisition of Foundational Literacy and Numeracy (FLN) is an urgent national prerequisite for learning.
Reason (R): Attaining foundational literacy and numeracy ensures that children do not fall into a perpetual learning deficit by the time they reach Class 3.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Under the NIPUN Bharat Mission launched to achieve FLN goals, what is the targeted timeline for all children in India to achieve foundational literacy and numeracy by Class 3?
(A) 2024-25
(B) 2026-27
(C) 2030-31
(D) 2035-36

27. What does the acronym NIPUN in NIPUN Bharat stand for?
(A) National Initiative for Proficiency in Universal Pedagogy and Numeracy
(B) National Institute for Promotion of Universal Numeracy and Literacy Skills
(C) National Initiative for Proficiency in Reading with Understanding and Numeracy
(D) National Initiative for Proficiency in Innovation and Universal Numeracy

28. Consider the following statements regarding the Preparatory Stage (Classes 3 to 5) under NEP 2020:
I. It focuses on play, discovery, and activity-based pedagogical approaches.
II. It introduces light textbooks and formal classroom learning styles across subjects.
III. It completely removes science and mathematics from the curriculum.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

29. According to NEP 2020, vocational exposure and bagless days for students are recommended during which stage of school education?
(A) Foundational Stage
(B) Preparatory Stage
(C) Secondary Stage (Classes 11-12 only)
(D) Middle Stage (Classes 6-8)

30. How many bagless days are encouraged during the Middle Stage for hands-on experience in vocational crafts like carpentry, gardening, pottery, etc.?
(A) 5 days
(B) 10 days
(C) 20 days
(D) 30 days

31. Which independent body is mandated under NEP 2020 to set standards, norms, and guidelines for assessment and evaluation across all recognized school boards in India?
(A) PARAKH
(B) NCERT
(C) NITI Aayog
(D) CBSE

32. Consider the following statements regarding PARAKH:
I. PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development.
II. It is established as a National Assessment Centre under NCERT.
III. Its primary function is to conduct annual central board examinations for all private schools.
IV. It will guide state achievement surveys and monitor learning outcomes nationwide.
Which of the above statements are correct?
(A) I, II and IV only
(B) II and III only
(C) I, III and IV only
(D) I, II, III and IV

33. What is the proposed model of assessment replacing rote learning under NEP 2020?
(A) Purely terminal summative examinations conducted at the end of every academic year
(B) Multiple choice objective tests evaluated

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exclusively through AI software systems
(C) Continuous internal assessment without any periodic standardized written testing
(D) Regular, formative, competency-based assessment evaluating higher-order thinking skills

34. The 'Holistic Progress Card' (HPC) proposed by NEP 2020 emphasizes 360-degree multidimensional assessment. Which of the following components are integrated into HPC?
(A) Self-assessment, peer assessment, and teacher assessment across cognitive, affective, and psychomotor domains
(B) Marks and numerical scores obtained exclusively in terminal paper-pencil written examinations conducted annually
(C) Physical fitness ratings, sports achievement levels, and attendance percentages recorded throughout the year
(D) Standardized IQ test scores combined with quarterly oral interviews conducted by external school inspectors

35. Regarding subject stream choices at the Secondary Stage (Classes 9 to 12) under NEP 2020, which structural flexibility is introduced?
(A) Rigid mandatory separation between Science, Arts, and Commerce streams across all secondary school grades
(B) No hard separation between streams or extra-curriculars, offering flexibility in subject choice
(C) Complete elimination of all formal board examinations in Class 10 and Class 12 across all school boards
(D) Mandatory study of foreign languages replacing regional languages and mother tongues completely in secondary grades

36. National Professional Standards for Teachers (NPST) under NEP 2020 will be formulated by which apex body?
(A) University Grants Commission (UGC) in consultation with national education bodies
(B) Union Public Service Commission (UPSC) in coordination with central academic councils
(C) Central Board of Secondary Education (CBSE) along with various state education boards
(D) National Council for Teacher Education (NCTE) in consultation with NCERT and SCERTs

37. As per NEP 2020, by 2030, the minimum degree qualification for teaching will be a:
(A) 2-Year B.Ed. degree following a Master's degree in a relevant subject
(B) 4-Year Integrated B.Ed. degree covering dual major subjects
(C) 1-Year Diploma in Elementary Education (D.El.Ed.) from a recognized college
(D) 3-Year B.A./B.Sc. degree with Education as an elective foundation course

38. The digital infrastructure platform for knowledge sharing established by the Ministry of Education that serves as a central repository of open educational resources in India is:
(A) SWAYAM PRABHA
(B) NISHTHA
(C) DIKSHA
(D) PRAGYATA

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39. PM eVIDYA initiative launched under the Atmanirbhar Bharat Abhiyaan aims to:
(A) Unify all efforts related to digital/online/on-air education to enable multi-mode access to education
(B) Distribute personal laptops free of cost to all active government school teachers across the nation
(C) Mandate 100% online distance schooling for all higher secondary students in rural educational zones
(D) Replace physical printed textbooks completely with e-books and digital reading materials by 2025

40. Under NEP 2020, the Gender Inclusion Fund (GIF) is constituted to:
(A) Provide cash prizes and financial merit scholarships to top-performing girl students in Board exams
(B) Pay salaries, allowances, and incentives of female teachers working in remote rural primary schools
(C) Build the nation's capacity to provide equitable quality education to all girls as well as transgender students
(D) Establish separate exclusive women's universities and higher technical institutes in every district

41. What is the Pupil-Teacher Ratio (PTR) mandated by NEP 2020 for schools located in socio-economically disadvantaged areas?
(A) 30:1

(B) 25:1
(C) 35:1
(D) 20:1

42. Under the Right to Education (RTE) Act 2009, what is the statutory Pupil-Teacher Ratio (PTR) prescribed for primary schools (Classes 1 to 5) for enrollment up to 200 children?
(A) 20:1
(B) 35:1
(C) 40:1
(D) 30:1

43. Under Section 12(1)(c) of the RTE Act 2009, private unaided schools are required to admit what minimum percentage of children belonging to weaker sections and disadvantaged groups in Class 1 or pre-school?
(A) 10%
(B) 15%
(C) 25%
(D) 33%

44. Section 16 of the RTE Act 2009 was amended in 2019 regarding the 'No Detention Policy'. What does the amended provision permit state governments to do?
(A) Detain students at any grade from Class 1 to 8 without conducting any re-examination process
(B) Abolish all formal board examinations for secondary grades permanently across all state schools
(C) Mandate detention of all primary and upper primary students who fail to achieve 75% attendance
(D) Hold regular exams at Class 5 and 8, permitting detention if a child fails the re-examination

45. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The RTE Act 2009 strictly prohibits corporal punishment and mental harassment under Section 17.
Reason (R): Securing a physical and psychological anxiety-free learning environment is fundamental to child-centered learning and human dignity.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. Under Section 21 of the RTE Act 2009, every government school must constitute a School Management Committee (SMC). What percentage of SMC members must be parents or guardians of students?
(A) 50%
(B) 60%
(C) 75%
(D) 80%

47. What proportion of the total parent members in a School Management Committee (SMC) under the RTE Act 2009 must be women?
(A) At least 25%
(B) At least 33%
(C) At least 50%
(D) At least 60%

48. Consider the following statements regarding the statutory requirements under the RTE Act 2009 for primary school working hours and instructional days:
I. Minimum 200 working days per academic year for Classes 1 to 5.
II. Minimum 800 instructional hours per academic year for Classes 1 to 5.
III. Minimum 45 teaching hours per week for teachers including preparation hours.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

49. Which Section of the RTE Act 2009 prohibits private tuition by school teachers?
(A) Section 24
(B) Section 13
(C) Section 28
(D) Section 18

50. Samagra Shiksha scheme is an overarching program for the school education sector extending from:
(A) Primary to Secondary level (Classes 1 to 10)
(B) Middle stage to Higher secondary (Classes 6 to 12)
(C) Pre-school to Class 12
(D) Elementary level only (Classes 1 to 8)

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51. Samagra Shiksha scheme subsumed which three pre-existing schemes of the Ministry of Education?
(A) Mid-Day Meal, Operation Blackboard, and Mahila Samakhya
(B) Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE)
(C) RUSA, SSA, and NIPUN Bharat
(D) Kasturba Gandhi Balika Vidyalaya, Model Schools, and RMSA

52. Consider the following key features of the National Curriculum Framework 2005 (NCF 2005):
I. Connecting knowledge to life outside the school.
II. Ensuring that learning shifts away from rote methods.
III. Enriching the curriculum so that it goes beyond textbooks.
IV. Making examinations more flexible and integrating them with classroom life.
Which of the guiding principles listed above are explicitly stated in NCF 2005?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

53. National Curriculum Framework for Foundational Stage (NCFFS) 2022 is built around which traditional Indian framework of holistic development?
(A) Ashtanga Yoga
(B) Tridosha theory
(C) Panchakosha concept (Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandamaya)
(D) Purushartha model

54. The National Curriculum Framework for School Education (NCF-SE) 2023 was developed under the chairmanship of:
(A) Prof. Yashpal
(B) Prof. Hrishikesh Senapaty
(C) Dr. J. S. Rajput
(D) Dr. K. Kasturirangan

55. What major change regarding board examinations in Class 10 and 12 is advocated in NCF-SE 2023?
(A) Conducting board exams twice a year to allow students to improve their scores and reduce high-stakes pressure
(B) Replacing written board exams entirely with home-assignment project portfolios and continuous oral tests
(C) Conducting a single centralized national examination at the end of Class 12 only, eliminating Class 10 exams
(D) Restricting board examinations exclusively to core science and mathematics subjects across all school streams

56. Which assessment tool is designed as a national large-scale survey conducted periodically to evaluate the health of the school education system at Classes 3, 5, 8, and 10?
(A) Continuous and Comprehensive Evaluation (CCE)
(B) Scholastic Assessment Test (SAT)
(C) National Achievement Survey (NAS)
(D) Comprehensive School Performance Audit (CSPA)

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57. Educational measurement differs from educational evaluation in that measurement is primarily:
(A) Qualitative and value-judgment oriented assessment of performance
(B) Continuous and diagnostic in nature throughout instruction
(C) Quantitative and descriptive of performance without value judgment
(D) Subjective and holistic evaluation of student learning

58. The evaluation process that encompasses both quantitative description and qualitative value judgment is represented by which formula?
(A) Evaluation = Measurement + Value Judgment
(B) Evaluation = Assessment - Measurement
(C) Evaluation = Testing + Grading
(D) Evaluation = Norm-referencing + Criterion-referencing

59. Assessment FOR learning is primarily associated with which type of evaluation?
(A) Summative evaluation
(B) Diagnostic test conducted at year-end
(C) Placement evaluation
(D) Formative assessment

60. Assessment OF learning refers to:
(A) Continuous diagnostic feedback provided to students during daily classroom instructional

lessons
(B) Assessment conducted at the end of instruction to evaluate final achievement against standards
(C) Continuous self-assessment and reflection performed independently by students on learning goals
(D) Dynamic real-time assessment adjusting questions adaptively according to student responses

61. Assessment AS learning emphasizes:
(A) External evaluation conducted by visiting inspection officers during annual reviews
(B) Comparative ranking of students against national standardized norm benchmarks
(C) Active engagement of students in monitoring, reflecting, and self-regulating their own learning process
(D) Comprehensive periodic reporting of physical growth and health parameters to parents

62. Which type of evaluation is conducted prior to instructional delivery to determine a student's entry-level knowledge and skills for appropriate course placement?
(A) Formative Evaluation
(B) Diagnostic Evaluation
(C) Summative Evaluation
(D) Placement Evaluation

63. A diagnostic evaluation is uniquely designed to:
(A) Assign formal letter grades and academic credits at the completion of a semester
(B) Rank individual students in order of merit for the award of competitive scholarships
(C) Identify specific, persistent learning difficulties and underlying causes during instruction
(D) Certify overall subject mastery and technical proficiency for professional licensure

64. In a Norm-Referenced Test (NRT), an individual student's test score is interpreted by:
(A) Comparing performance against a predefined learning standard or performance criterion
(B) Measuring individual growth relative to the student's own baseline initial test score
(C) Assessing contextual behavioral outcomes and practical skills in real-life settings
(D) Comparing it with the performance of a peer norm group

65. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Criterion-Referenced Tests (CRTs) are preferred over Norm-Referenced Tests (NRTs) for mastery learning and competency-based assessment.
Reason (R): CRTs measure a student's achievement against explicit, predefined domain standards rather than relative standing within a group.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. The consistency or stability of test scores obtained by the same individuals when re-examined with the same test or an equivalent form is defined as:
(A) Validity
(B) Reliability
(C) Usability
(D) Objectivity

67. The extent to which a test measures what it claims or purports to measure is known as its:
(A) Reliability
(B) Objectivity
(C) Validity
(D) Practicability

68. Consider the following types of validity in educational testing:
I. Content Validity
II. Concurrent Validity
III. Predictive Validity
IV. Construct Validity
Which of the above are sub-types falling under the category of 'Criterion-Related Validity'?
(A) I and IV only
(B) II and III only
(C) I, II and III only
(D) II, III and IV only

69. Which method of estimating test reliability involves administering two equivalent forms of the same test to a group of students on the same occasion or after a short interval?
(A) Test-Retest Method
(B) Split-Half Method

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(C) Alternate-Form (Parallel-Form) Method
(D) Kuder-Richardson Formula 20 (KR-20)

70. Internal consistency reliability of a test containing dichotomously scored items (right/wrong) is commonly calculated using:
(A) Pearson product-moment correlation
(B) Cronbach's Alpha for continuous variables
(C) Spearman-Brown Prophecy Formula alone
(D) Kuder-Richardson Formula 20 (KR-20)

71. The Spearman-Brown prophecy formula is used in psychometrics to:
(A) Estimate the full-length test reliability from a split-half reliability coefficient
(B) Calculate the item discrimination index of an open-ended essay question
(C) Adjust individual student raw scores for guessing in multiple-choice tests
(D) Determine the standard error of measurement in subjective test grading

72. Consider the following characteristics of a good assessment tool:
I. Reliability
II. Validity
III. Objectivity
IV. Usability/Practicability
Which of the above are essential technical/metric criteria for standard test quality?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

73. A test is said to possess high objectivity when:
(A) The test items cover the entire prescribed syllabus uniformly across all instructional units
(B) The test accurately predicts future academic success and performance in university studies
(C) The test items are easy to administer and clear to complete for students within 30 minutes
(D) Scores assigned by independent scorers to the same test performance are virtually identical

74. What is a 'Blueprint' or 'Table of Specifications' (TOS) in test construction?
(A) A list of student names arranged sequentially according to final test scores
(B) An administrative timetable and schedule for conducting annual board examinations
(C) A two-way grid showing the alignment between instructional objectives, content areas, and item weighting
(D) A continuous progress report card sent home to parents at the end of each academic term

75. If a mathematics question paper has 90% of its questions drawn from a single chapter, neglecting all other prescribed units, which major quality parameter of the test is severely compromised?
(A) Test Reliability
(B) Objectivity of Scoring
(C) Content Validity
(D) Test Usability

76. In item analysis, the Difficulty Index (P) of an item is calculated as:
(A) P = (U - L) / N where U is upper group correct and L is lower group correct
(B) P = (R / N) × 100 expressed as standard deviation
(C) P = N / R where N is total examinees
(D) P = R / N where R is the number of correct responses and N is the total number of test-takers

77. An item has a Difficulty Index (P) of 0.95. This indicates that the item is:
(A) Extremely difficult
(B) Very easy
(C) Ideal for discriminating high and low achievers
(D) Ambiguous and defective

78. What range of Difficulty Index (P) is generally considered optimal for standard norm-referenced achievement tests?
(A) 0.00 to 0.20
(B) 0.30 to 0.70
(C) 0.85 to 1.00
(D) Exactly 0.00

79. The Discrimination Index (D) of an item in item analysis is calculated using upper (U) and lower (L) performance groups (each comprising 27% of examinees) by which formula?
(A) D = (U + L) / N
(B) D = (U × L) / N
(C) D = (U - L) / n where n is the number of students in one group (27% of total)
(D) D = (L - U) / n

80. If an item has a Discrimination Index (D) of -0.35, what administrative action should be taken regarding this item?

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(A) Retain the item without modifications in the active institutional question bank for future tests
(B) Reject or discard the item as higher achievers failed it more often than lower achievers
(C) Revise the item wording slightly and increase the time allocation provided for answering it
(D) Increase the total mark allocation for this item to compensate for its high difficulty level

81. What does a Discrimination Index (D) value of +0.60 signify for a test item?
(A) Excellent discrimination power between high and low achievers
(B) Poor discrimination power; item should be deleted
(C) Negative discrimination; distractors are misleading
(D) The item was attempted by only 60% of students

82. In distractor analysis for a multiple-choice question, an effective distractor should:
(A) Be chosen by no examinees taking the test under any testing conditions
(B) Attract equal numbers of examinees from both top and bottom performance groups
(C) Be obviously and clearly incorrect to all examinees immediately upon reading
(D) Attract more students from the low-performing group than from the high-performing group

83. Continuous and Comprehensive Evaluation (CCE) as envisioned in school education reform emphasizes:
(A) Continuous testing through weekly formal written examinations conducted throughout the academic year
(B) Annual comprehensive cumulative testing conducted centrally at the state or national board level
(C) Continuous evaluation of both scholastic and co-scholastic aspects of student development
(D) Continuous monitoring and inspection of school infrastructure and facilities by external authorities

84. Which of the following is a primary characteristic of Formative Assessment?
(A) It is conducted exclusively at the end of the course to award final grades and certificates
(B) It is used primarily for comparing overall school performance and rankings across districts
(C) It provides ongoing feedback during the instructional process to improve teaching and learning
(D) It carries 100% weightage in determining final student promotion and official certification

85. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Competency-based assessment focuses on assessing the student's ability to apply knowledge, skills, and values in real-world context rather than recall of factual knowledge.
Reason (R): Learning outcomes in competency-based education are explicitly defined in terms of observable, measurable skills and behaviors.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. SAFAL (Structured Assessment for Analyzing Learning) introduced by CBSE aligned with NEP 2020 is a competency-based assessment conducted for students in which classes?
(A) Classes 1, 2 and 3
(B) Classes 3, 5 and 8
(C) Classes 9, 10 and 11
(D) Classes 6, 8 and 10

87. In educational statistics, which measure of central tendency is defined as the arithmetic average of all scores in a distribution?
(A) Mean
(B) Median
(C) Mode
(D) Geometric Mean

88. Consider the following set of test scores obtained by 7 students in a quiz: 12, 15, 18, 18, 20, 22, 25.
I. The Mean of the distribution is 18.57.
II. The Median of the distribution is 18.
III. The Mode of the distribution is 18.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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89. Which measure of central tendency is most appropriate when the score distribution is highly skewed or contains extreme outlier scores?
(A) Mean
(B) Mode
(C) Median
(D) Mid-range

90. The measure of central tendency represented by the score that occurs with the highest frequency in a distribution is the:
(A) Mean
(B) Median
(C) Harmonic Mean
(D) Mode

91. In a perfectly symmetrical Normal Probability Curve (NPC), what is the relationship between Mean, Median, and Mode?
(A) Mean = Median = Mode
(B) Mean > Median > Mode
(C) Mean < Median < Mode
(D) Mean + Mode = 2 Median

92. Consider the following statements regarding the properties of a Normal Probability Curve (NPC):
I. It is bell-shaped and symmetrical about the vertical axis passing through the mean.
II. The total area under the curve is equal to 1.00 or 100%.
III. Approximately 68.26% of cases lie within +/- 1 Standard Deviation of the mean.
IV. The curve touches the horizontal baseline at +3 and -3 Standard Deviations.
Which of the above statements are correct?
(A) I, II and III only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

93. What percentage of total cases in a normal distribution falls between -2 and +2 Standard Deviations from the mean?
(A) 50.00%
(B) 68.26%
(C) 95.44%
(D) 99.74%

94. The measure of dispersion that represents the square root of the arithmetic mean of the squared deviations from the mean is:
(A) Mean Deviation
(B) Quartile Deviation
(C) Range
(D) Standard Deviation

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95. In a district-level common evaluation, Class 10 students of School A scored a Mean of 65 with a Standard Deviation of 4, while School B scored a Mean of 65 with a Standard Deviation of 14. How should the academic performance variability of the two schools be interpreted?
(A) School A has greater student performance variability than School B
(B) School B has greater heterogeneity in student performance than School A
(C) Both schools have identical student performance distributions
(D) School A students performed lower on average than School B students

96. Quartile Deviation (Q) is calculated using the third quartile (Q3) and first quartile (Q1) by which formula?
(A) Q = (Q3 - Q1) / 2
(B) Q = Q3 + Q1
(C) Q = (Q3 + Q1) / 2
(D) Q = Q3 - Q1

97. The Pearson product-moment correlation coefficient (r) ranges between which values?
(A) 0.00 to +1.00
(B) -1.00 to +1.00
(C) -100 to +100
(D) -Infinity to +Infinity

98. If the correlation coefficient between students' study hours and test marks is r = +0.85, this indicates a:
(A) Weak positive relationship
(B) Strong negative relationship
(C) Strong positive linear relationship
(D) Zero linear relationship

99. Which correlation method is non-parametric and appropriate for ranking data or ordinal measurements?
(A) Pearson Product-Moment Correlation
(B) Point-Biserial Correlation
(C) Phi Coefficient
(D) Spearman's Rank Difference Correlation

100. A score corresponding to the 75th Percentile (P75) in a norm group means that:
(A) The student achieved an absolute score of 75 marks out of a maximum of 100 on the test
(B) The student answered incorrectly or failed exactly 25% of all items present in the test
(C) 75% of the examinees in the norm group

scored equal to or below this particular score
(D) The student scored 75% higher than the overall average mean score of the norm population

101. The difference between the 75th percentile (P75) and the 25th percentile (P25) is known as the:
(A) Standard Deviation
(B) Percentile Rank
(C) Coefficient of Variation
(D) Interquartile Range

102. Which of the following formulas correctly defines a Standard Score (z-score)?
(A) z = (M - X) / N
(B) z = (X - M) / SD, where X is raw score, M is mean, and SD is standard deviation
(C) z = (X + M) / SD
(D) z = SD / (X - M)

103. In a standard T-score distribution derived from a z-score, what are the assigned Mean and Standard Deviation?
(A) Mean = 0, Standard Deviation = 1
(B) Mean = 100, Standard Deviation = 15
(C) Mean = 500, Standard Deviation = 100
(D) Mean = 50, Standard Deviation = 10

104. In a positively skewed distribution, what is the relative positional order of Mean, Median, and Mode along the score scale from left to right?
(A) Mean, Median, Mode
(B) Mode, Median, Mean
(C) Median, Mode, Mean
(D) Mode, Mean, Median

105. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Direct grading systems reduce unwholesome competition and exam anxiety among students compared to numerical marking systems.
Reason (R): Grading classifies students into broader performance bands, minimizing minor, statistically non-significant variations in raw marks.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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106. In absolute grading, letter grades are awarded based on:
(A) The student's relative academic position compared to the overall class performance average
(B) Normal distribution curve fitting applied across all test scores obtained in the examination
(C) Pre-established cut-off marks or percentage ranges predetermined by the exam authority
(D) Percentile rank calculations derived from the complete distribution of candidate test scores

107. Relative grading (grading on the curve) assigns grades to students based on:
(A) Fixed percentage achievement thresholds such as 90%, 80%, and 70% set prior to grading
(B) Total student classroom attendance percentage recorded over the duration of the semester
(C) Teacher's qualitative subjective evaluation of individual student effort and engagement
(D) Rank order and distribution of student scores relative to group mean and standard deviation

108. Consider the following statements regarding 'Formative Assessment' tools:
I. Anecdotal Records preserve written qualitative descriptions of significant student behaviors observed by teachers.
II. Rubrics provide explicit criteria and level descriptions for evaluating student performance on complex tasks.
III. Cumulative Record Cards (CRC) record periodic medical checkup data only.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

109. What is a Portfolio in educational assessment?
(A) A purposeful, organized collection of student work demonstrating growth, effort, and achievement over time
(B) A standardized examination booklet containing end-of-year terminal test questions for evaluation
(C) A confidential administrative service record

maintained for teacher annual performance appraisal
(D) An official financial record tracking school fee collections and institutional accounting ledgers

110. Which type of evaluation technique involves asking students to rate their peers on specific social or learning attributes?
(A) Self-Assessment
(B) Diagnostic Testing
(C) Sociometric Technique
(D) Psychometric Inventory

111. In Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), what is the highest cognitive level?
(A) Evaluating
(B) Creating
(C) Analyzing
(D) Applying

112. Consider the following cognitive levels of Bloom's Taxonomy arranged in hierarchical order:
I. Remembering
II. Understanding
III. Applying
IV. Analyzing
Which sequence correctly represents the progression from lowest to higher-order cognitive domain?
(A) I → II → III → IV
(B) II → I → III → IV
(C) I → III → II → IV
(D) IV → III → II → I

113. An assessment item that asks students to "Compare and contrast the educational principles of NPE 1986 and NEP 2020" targets primarily which cognitive level of Bloom's Revised Taxonomy?
(A) Remembering
(B) Applying
(C) Creating
(D) Analyzing

114. The Affective Domain of educational objectives, developed by Krathwohl and Bloom, focuses primarily on:
(A) Intellectual skills and knowledge recall
(B) Motor skills and physical coordination
(C) Computational speed and logical reasoning
(D) Attitudes, values, feelings, and emotional growth

115. An evaluation observing a student performing dissection and handling laboratory apparatus skillfully following safety protocols targets which domain?
(A) Psychomotor Domain
(B) Cognitive Domain
(C) Affective Domain
(D) Perceptual Domain

116. Dave's taxonomy of the Psychomotor Domain outlines five levels of physical skill acquisition. Which level represents the highest stage of natural, automatic, and effortless skill execution?
(A) Imitation
(B) Naturalization
(C) Manipulation
(D) Precision

117. In test construction, what is the formula to calculate the coefficient of variation (CV)?
(A) CV = (Mean / SD) × 100
(B) CV = (Median / Mean) × 100
(C) CV = (SD / Mean) × 100
(D) CV = SD × Mean

118. When a test score distribution has a long tail extending toward the lower scores (left side), the distribution is said to be:
(A) Positively skewed
(B) Leptokurtic
(C) Platykurtic
(D) Negatively skewed

119. In a negatively skewed distribution, which relationship holds true among measures of central tendency?
(A) Mean < Median < Mode
(B) Mean > Median > Mode
(C) Mean = Median = Mode
(D) Mode < Median < Mean

120. Kurtosis measures which geometric characteristic of a frequency distribution curve?
(A) Asymmetry of the curve
(B) Slope of the regression line
(C) Peakedness or flatness of the curve relative to a normal distribution
(D) Distance between quartiles

121. A frequency distribution curve that is more peaked than the normal probability curve is classified as:
(A) Mesokurtic
(B) Platykurtic
(C) Bimodal

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(D) Leptokurtic

122. A flat-topped frequency distribution curve relative to the normal curve is termed:
(A) Leptokurtic
(B) Mesokurtic
(C) Platykurtic
(D) Normal

123. What is the value of kurtosis (Ku) for a normal probability distribution curve?
(A) 0.263
(B) 0.500
(C) 1.000
(D) 3.000

124. What type of assessment item format provides the highest scorer reliability and objectivity?
(A) Multiple-Choice Questions (MCQs)
(B) Extended essay questions
(C) Short answer questions
(D) Portfolio self-reflections

125. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): High test reliability is a necessary condition for validity, but reliability alone is not a sufficient condition for validity.
Reason (R): A test may produce consistent scores upon repeated administrations, yet fail to measure the specific construct or domain it intends to measure.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Construct validity of an educational test is best established through:
(A) Subject matter experts checking whether test items look relevant and appropriate on the surface
(B) Correlating current test scores with final academic term marks obtained by students after 6 months
(C) Systematically counting and matching the number of items per chapter against the test blueprint
(D) Factor analysis and correlation with established instruments measuring the same theoretical trait

127. Face validity is defined as:
(A) Empirical correlation of test scores with a recognized external standard or criterion measure
(B) The superficial judgment that a test appears to measure what it is intended to measure
(C) Statistical factor loadings of test items on latent underlying theoretical personality constructs
(D) Stability and consistency of test scores obtained across repeated test-retest administration periods

128. Consider the following factors that influence the reliability of a test:
I. Test Length (number of items)
II. Homogeneity of the test items
III. Range/Variability of ability in the student group
IV. Subjective scoring bias of examiners
Which of the above factors positively increase test reliability?
(A) I and II only
(B) I, II and III only
(C) III and IV only
(D) I, II, III and IV

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129. How does increasing the number of quality items in a test affect its reliability coefficient?
(A) Decreases reliability coefficient
(B) Has no effect on reliability
(C) Increases reliability coefficient
(D) Reduces validity to zero

130. Standard Error of Measurement (SEM) in testing is calculated using Standard Deviation (SD) and Reliability Coefficient (r) by which formula?
(A) SEM = SD × sqrt(1 - r)
(B) SEM = SD / sqrt(r)
(C) SEM = SD × (1 - r)
(D) SEM = sqrt(SD × r)

131. If a student's raw score on a standardized test is 70, the test standard deviation is 5, and the reliability coefficient is 0.84, what is the Standard Error of Measurement (SEM)?
(A) 1.0
(B) 2.0
(C) 4.0
(D) 5.0

132. Consider the following statements regarding the National Education Policy 2020 recommendations on Early Childhood Care and Education (ECCE):
I. Universal provisioning of quality ECCE for all children aged 3-6 years by 2030.
II. ECCE curriculum will be developed by NCERT in two parts: a 3-year-old framework and a 4-8 year-old framework.
III. Planning and implementation of ECCE is carried out jointly by MoE, MoWCD, MoHFW, and MoTA.
IV. Anganwadis will be integrated and strengthened with infrastructure and trained staff.
Which of the above statements are correct?
(A) I and IV only
(B) I, III and IV only
(C) II and III only
(D) I, II, III and IV

133. Under NEP 2020, what is the role of the proposed 'State School Standards Authority' (SSSA)?
(A) A central administrative agency to conduct uniform annual examinations across all state schools
(B) A dedicated state government portal to manage teacher transfers, appointments, and payroll processing
(C) An independent body setting standards for school accreditation and self-disclosure
(D) An academic publishing authority to write and distribute state textbooks to all private and public schools

134. Which constitutional entry in the Seventh Schedule places 'Education' in the Concurrent List?
(A) Entry 13 of List I
(B) Entry 11 of List II
(C) Entry 42 of List III
(D) Entry 25 of List III

135. Who is legally empowered to prepare the School Development Plan under Section 22 of the RTE Act 2009?
(A) School Management Committee (SMC)
(B) Directorate of Education Officials
(C) Parent-Teacher Association (PTA) Executive Body
(D) Principal and Vice-Principal exclusively

136. Under the RTE Act 2009, what is the maximum permissible distance for establishing a primary school from the habitations of children?
(A) Within a walking distance of 1 km
(B) Within a walking distance of 3 km
(C) Within a walking distance of 5 km
(D) Within a walking distance of 2 km

137. Under the RTE Act 2009, what is the maximum permissible distance for establishing an upper primary school (Classes 6 to 8)?
(A) Within 1 km
(B) Within 3 km
(C) Within 5 km
(D) Within 7 km

138. Under Section 13 of the RTE Act 2009, what is prohibited while admitting a child to school?
(A) Verification of age certificate
(B) Requesting immunization records
(C) Collection of capitation fee and subjecting the child or parent to any screening procedure
(D) Verification of address proof

139. What is the fine penalty prescribed under Section 13 of the RTE Act 2009 for charging a capitation fee?
(A) Fine up to Rs. 10,000
(B) Imprisonment up to 6 months
(C) Revocation of school license with fine of Rs. 1,00,000
(D) Fine which may extend to ten times the capitation fee charged

140. Which section of the RTE Act 2009 prohibits holding back (detention) and expulsion of a child prior to completion of elementary education, subject to subsequent 2019 amendments?
(A) Section 16
(B) Section 12
(C) Section 21
(D) Section 29

141. Under the RTE Act 2009, which body is designated at the national level to monitor the protection of child rights under the Act?
(A) National Human Rights Commission (NHRC)
(B) National Commission for Protection of Child Rights (NCPCR)
(C) Central Advisory Board of Education (CABE)
(D) National Council of Educational Research and Training (NCERT)

142. As per the RTE Act 2009, if a primary school has an enrollment of 150 students, how many

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teachers (including Head Teacher) must be appointed?
(A) 4 Teachers
(B) 5 Teachers + 1 Head Teacher
(C) 5 Teachers
(D) 6 Teachers

143. According to the RTE Act 2009 Schedule, a full-time Head Teacher is sanctioned for a primary school when student enrollment exceeds:
(A) 100 children
(B) 150 children
(C) 200 children
(D) 250 children

144. Section 29 of the RTE Act 2009 outlines the factors for laying down the curriculum and evaluation procedure for elementary education. Which of the following is explicitly included?
(A) Conducting comprehensive formal written examinations at the conclusion of each academic term
(B) Mandating compulsory medium of instruction in English language right from Class 1 primary grade
(C) Publishing standardized state-wide school ranking lists based on students' terminal test scores
(D) Making the child free of fear, trauma, and anxiety, and helping the child to express views freely

145. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The NPE 1986 recognized Navodaya Vidyalayas as pace-setting institutions designed to promote national integration and excellence with equity.
Reason (R): Navodaya Vidyalayas provide free residential education to talented rural children and implement the three-language formula including student migration between Hindi and non-Hindi speaking states.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. Which commission was appointed in 1948 to examine and report on Indian university education and suggest improvements?
(A) Mudaliar Commission
(B) Radhakrishnan Commission
(C) Kothari Commission
(D) Saddler Commission

147. The Sergeant Report (1944), which influenced post-independence educational planning in India, was formally known as:
(A) Secondary Education Advisory Committee Report
(B) Basic Education Scheme Policy
(C) Post-War Educational Development in India Report
(D) Indian University Act Memorandum

148. Consider the following statements regarding the National Policy on Education 1986:
I. It recommended 'Operation Blackboard' to improve primary school physical facilities.
II. It introduced the concept of National System of Education based on a common educational structure (10+2+3).
III. It recommended the establishment of Open Universities like IGNOU to expand distance learning.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

149. The National Knowledge Commission (NKC) constituted in 2005 was chaired by:
(A) Sam Pitroda
(B) Dr. Manmohan Singh
(C) Prof. Yashpal
(D) Dr. K. Kasturirangan

150. Which committee appointed by MoE recommended the creation of a single higher education regulator (HECI) replacing UGC and AICTE?
(A) Dr. K. Kasturirangan Committee (NEP 2020)
(B) Acharya Ramamurti Committee (1990)
(C) Ishwarbhai Patel Committee (1977)
(D) Malcolm Adiseshiah Committee (1978)

151. What is the fundamental difference between 'Assessment' and 'Evaluation'?
(A) Assessment is formative and process-

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oriented; Evaluation is summative and judgment-oriented
(B) Assessment assigns letter grades; Evaluation assigns percentile ranks across test-takers
(C) Assessment is quantitative; Evaluation is strictly physical measurement of attributes
(D) Assessment is terminal testing; Evaluation is ongoing diagnostic feedback during instruction

152. Consider the following statements regarding 'Formative' and 'Summative' evaluation:
I. Formative evaluation occurs continuously during instruction to monitor learning progress.
II. Summative evaluation occurs at the end of an instructional unit to certify achievement.
III. Formative evaluation uses norm-referenced grading exclusively.
IV. Summative evaluation provides immediate corrective diagnostic feedback during daily lessons.
Which of the above statements are correct?
(A) I and II only
(B) I and III only
(C) II and IV only
(D) III and IV only

153. Diagnostic evaluation differs from formative evaluation in that diagnostic evaluation:
(A) Is conducted exclusively at the end of the academic year to assign formal course grades
(B) Focuses specifically on uncovering persistent, deep-seated learning difficulties and root causes
(C) Measures relative student ranking and percentile scores in competitive national examinations
(D) Assesses student physical fitness, athletic capabilities, and general co-curricular skills

154. What type of assessment evaluates student learning by asking them to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills?
(A) Standardized Paper-Pencil Testing
(B) Authentic Assessment
(C) Norm-Referenced Placement Testing
(D) Direct Diagnostic Testing

155. A rubric-based assignment where students construct a working model of a rainwater harvesting unit and present its scientific mechanism to a panel is an example of:
(A) Authentic / Performance-Based Assessment
(B) Norm-Referenced Psychometric Assessment
(C) Summative Objective Written Testing
(D) Indirect Diagnostic Placement Assessment

156. In psychometrics, 'Construct' refers to:
(A) The physical infrastructure and facility space where standardized testing centers operate
(B) An unobservable theoretical trait or characteristic inferred through observed behaviors
(C) The total number of test items and questions included within a structured question paper
(D) The statistical mean score calculated across all examinees participating in an examination

157. A test designed to measure a person's potential ability or capacity to learn a new skill or knowledge in a specific domain is called an:
(A) Achievement Test
(B) Aptitude Test
(C) Diagnostic Test
(D) Attitude Scale

158. An Achievement Test differs from an Aptitude Test because an achievement test primarily measures:
(A) Future learning potential in unspecified areas
(B) Knowledge and skills acquired as a result of specific instruction or learning experiences
(C) Innate general intelligence independent of schooling
(D) Personality dynamics and emotional stability

159. The 'Prognostic Value' of an assessment instrument refers to its ability to:
(A) Diagnose past learning deficiencies in basic reading
(B) Predict future performance or success in a given field
(C) Provide objective scoring keys for subjective questions
(D) Calculate standard deviation automatically

160. Which type of scale of measurement possesses an absolute zero point?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

161. Temperature measured in Celsius or Fahrenheit represents which scale of measurement?
(A) Nominal Scale

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(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

162. Classifying students into categories such as 'Male / Female' or 'Rural / Urban' uses which scale of measurement?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

163. Student merit rank positions in a class (1st, 2nd, 3rd, etc.) represent which measurement scale?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

164. What is the key limitation of an Ordinal Scale?
(A) It does not allow items to be categorized
(B) The intervals between adjacent rank values are not necessarily equal
(C) It possesses an absolute zero point
(D) It can only measure physical length and weight

165. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Standardized tests are constructed by measurement experts and tested on large representative samples to establish norms and standard procedures.
Reason (R): Teacher-made tests lack structural validity and cannot be used for classroom diagnostic evaluation.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. In test construction, what is the primary purpose of 'Try-Out' or pre-testing the draft test items on a sample group?
(A) To assign final term grades to the sample group
(B) To carry out item analysis for empirical determination of item difficulty and discrimination power
(C) To print final question papers for national distribution
(D) To evaluate teacher performance in class

167. In item analysis, if 40 out of 50 students in the upper group and 10 out of 50 students in the lower group answer an item correctly, what is the Discrimination Index (D) of the item?
(A) 0.30
(B) 0.60
(C) 0.50
(D) 0.80

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168. Consider the following data for a test item administered to 100 students (50 in top group, 50 in bottom group):
- Top group correct (U): 35
- Bottom group correct (L): 15

I. Difficulty Index (P) of the item is 0.50 (or 50%).
II. Discrimination Index (D) of the item is +0.40.
III. The item should be deleted because discrimination is negative.

Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

169. What effect does choosing plausible and effective distractors have on a multiple-choice item?
(A) Increases guessing probability to 100%
(B) Enhances discrimination power between high and low achievers
(C) Reduces reliability of the test paper
(D) Eliminates the need for a blueprint

170. Which formula adjusts raw scores for guessing on a multiple-choice test with k options per item, where S is corrected score, R is right answers, and W is wrong answers?
(A) S = R - W / (k - 1)
(B) S = R + W / k
(C) S = (R - W) / k
(D) S = R - W × (k - 1)

171. On a 100-item multiple-choice test with 4 options per question, a student answers 60 questions correctly and 30 incorrectly (leaving 10 unattempted). Applying the standard formula for correction for guessing, what is the corrected score?
(A) 50

(B) 55
(C) 45
(D) 30

172. Consider the following statements regarding 'Norms' in standard test interpretation:
I. Age Norms indicate average test performance for children of a given chronological age.
II. Grade Norms indicate average performance of students at a specific grade level.
III. Percentile Norms indicate an individual's relative standing in a percentage-based sample.
IV. Norms transform raw scores into meaningful comparative standard scales.
Which of the above statements are correct?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

173. What is the fundamental difference between 'Grade Equivalents' and 'Percentile Ranks'?
(A) Grade equivalents are ordinal ranks; percentiles are ratio measures
(B) Grade equivalents reflect performance relative to grade placement levels; percentile ranks indicate percentage of group scored below
(C) Percentile ranks cannot be used in standardized tests
(D) Grade equivalents are strictly for adult testing

174. Which type of evaluation instrument uses a graphic scale or numerical continuum to judge the degree or quality of a student's performance or trait?
(A) Checklist
(B) Rating Scale
(C) Sociogram
(D) Cumulative Card

175. When subjective essay grading assigned by a evaluator is influenced heavily by neat handwriting and presentation style rather than content accuracy, this assessment bias is known as:
(A) Halo Effect
(B) Hawthorne Effect
(C) Pygmalion Effect
(D) Contrast Error

176. The tendency of an evaluator to rate all students towards the middle of a rating scale, avoiding extreme high or low ratings, is called:
(A) Leniency Error
(B) Central Tendency Error
(C) Severity Error
(D) Proximity Error

177. When an examiner's rating of one student is influenced by the performance of the student evaluated immediately prior, this error is termed:
(A) Contrast Error
(B) Halo Error
(C) Logical Error
(D) Generosity Error

178. To minimize scorer subjectivity in evaluating open-ended essay questions, evaluators should:
(A) Use a comprehensive scoring rubric and grade question-by-question anonymously across all papers
(B) Grade all answers of one student at a time with student names clearly visible to examiners
(C) Convert all essay test marks into percentile ranks prior to assigning official term grades
(D) Replace all open-ended essay test questions with objective true/false items on tests

179. In educational research and measurement, 'Triangulation' refers to:
(A) Using three different statistical formulas to calculate the average mean score of a class
(B) Using multiple data sources, methods, or evaluators to cross-verify assessment findings
(C) Systematically dividing test items into three equal parts for split-half reliability testing
(D) Administering test papers to students at three different times throughout the academic year

180. A test item that asks students to "List four key features of NEP 2020" measures which level of cognitive learning?
(A) Knowledge / Recall
(B) Synthesis / Creation
(C) Evaluation
(D) Application

181. What is the formula for calculating the Mean of ungrouped data, where X represents raw scores and N represents total count?
(A) Mean = Sum(X) / N
(B) Mean = Sum(f) / X

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(C) Mean = sqrt(Sum(X) / N)
(D) Mean = N / Sum(X)

182. In a frequency distribution of grouped data, the Median is calculated using which formula?
(A)Median = L + ((N / 2 - F) / f) × i
(B) Median = L + ((N - F) / f) × i
(C) Median = L - ((N / 2 + F) / f) × i
(D) Median = U - ((N / 2 - F) / f) × i

183. The empirical relationship between Mean, Median, and Mode in a moderately asymmetric distribution is approximated by:
(A) Mode = 3 × Median - 2 × Mean
(B) Mode = 2 × Median - 3 × Mean
(C) Mean = 3 × Mode - 2 × Median
(D) Median = 3 × Mode - 2 × Mean

184. If a test distribution has a Mean of 50 and a Median of 45, what is the estimated Mode using the empirical formula?
(A) 35
(B) 40
(C) 55
(D) 60

185. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Range is a crude and unstable measure of dispersion for educational test scores.
Reason (R): Range is calculated based solely on the two extreme scores in a distribution and is highly sensitive to outliers.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. The Variance of a test score distribution is mathematically defined as:
(A) The average absolute deviation from the median
(B) The square of the Standard Deviation
(C) The square root of the Range
(D) The ratio of Standard Deviation to Mean

187. If the Variance of a set of test scores is 25, what is the Standard Deviation?
(A) 5
(B) 12.5
(C) 50
(D) 625

188. Consider the following properties of Standard Deviation:
I. It takes into account every score in the distribution.
II. It is always positive or zero.
III. Adding a constant value to every score changes the standard deviation by that constant value.
IV. It is the most stable measure of variability.
Which of the above statements are correct?
(A) I, II and IV only
(B) I and III only
(C) II and III only
(D) I, II, III and IV

189. What happens to the Standard Deviation of a set of test scores if every student's raw score is multiplied by a constant k?
(A) Standard deviation remains unchanged
(B) Standard deviation is multiplied by k
(C) Standard deviation increases by k squared
(D) Standard deviation becomes zero

190. What happens to the Mean and Standard Deviation if a constant value of 10 is added to every student's score in a class?
(A) Both Mean and Standard Deviation increase by 10
(B) Mean increases by 10, but Standard Deviation remains unchanged
(C) Standard Deviation increases by 10, but Mean remains unchanged
(D) Mean is multiplied by 10, Standard Deviation is unchanged

191. In a normal distribution with Mean = 100 and Standard Deviation = 15, what percentage of examinees score between 85 and 115?
(A) 50.00%
(B) 68.26%
(C) 95.44%
(D) 99.74%

192. Consider the following z-score values for four students:
- Student A: z = +2.0
- Student B: z = +0.5
- Student C: z = -1.0
- Student D: z = 0.0
Which student scored exactly at the Mean of the

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group?
(A) Student A
(B) Student B
(C) Student C
(D) Student D

193. Convert a raw score corresponding to z = +1.5 into a T-score (where T-score Mean = 50, SD = 10).
(A) 55
(B) 65
(C) 75
(D) 85

194. The Stanine (Standard Nine) scale divides a normal distribution into how many standard bands?
(A) 5 bands
(B) 9 bands
(C) 10 bands
(D) 100 bands

195. If a student receives a Stanine score of 5 on a standardized reading achievement test, how should this score be interpreted?
(A) Below average performance
(B) Average performance (middle 20% of the norm population)
(C) Top 4% superior performance
(D) Critical reading deficiency requiring remedial intervention

196. In a Stanine distribution, what are the Mean and Standard Deviation?
(A) Mean = 5, Standard Deviation = 2
(B) Mean = 50, Standard Deviation = 10
(C) Mean = 0, Standard Deviation = 1
(D) Mean = 10, Standard Deviation = 3

197. Standard Error of the Mean (SEm) is calculated using sample Standard Deviation (s) and sample size (N) as:
(A) SEm = s / sqrt(N)
(B) SEm = s × sqrt(N)
(C) SEm = N / s
(D) SEm = s squared / N

198. As the sample size (N) increases, the Standard Error of the Mean (SEm):
(A) Increases proportionately
(B) Decreases
(C) Remains constant
(D) Fluctuates randomly

199. Which of the following correlation coefficients indicates the strongest linear relationship between two assessment variables?
(A) +0.75
(B) -0.88
(C) +0.10
(D) 0.00

200. Coefficient of Determination is calculated by squaring the correlation coefficient. If r = 0.60, what proportion of variance in test Y is explained by test X?
(A) 36%
(B) 60%
(C) 12%
(D) 80%

201. Which formula is used to calculate Spearman's Rank Difference Correlation Coefficient?
(A) Correlation = 1 - (6 × Sum(D squared)) / (N × (N squared - 1))
(B) Correlation = 1 + (6 × Sum(D squared)) / (N squared)
(C) Correlation = Sum(D) / N
(D) Correlation = 1 - Sum(D squared) / (N × (N - 1))

202. In a class test, two students obtain identical raw marks. In rank ordering for Spearman correlation, how should their ranks be assigned?
(A) Assign arbitrary sequential ranks
(B) Assign the average (mean) of the rank positions they occupy
(C) Omit both students from calculation
(D) Assign the higher rank to both

203. A Scatter Diagram showing points clustered tightly around a line sloping upwards from bottom-left to top-right indicates:
(A) Strong negative correlation
(B) Strong positive correlation
(C) Zero correlation
(D) Curvilinear non-linear correlation

204. When two variables are completely uncorrelated (r = 0), the scatter plot appears as:
(A) A straight diagonal line at 45 degrees
(B) A random, circular, or irregular cloud of dots with no directional slope
(C) A U-shaped parabolic curve
(D) A vertical straight line

205. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):

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Assertion (A): Correlation between two variables does not necessarily imply a direct cause-and-effect relationship between them.
Reason (R): Two variables may correlate strongly due to the influence of a third, unmeasured confounding variable or spurious coincidence.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

206. In educational testing, 'Norm-Referenced' interpretation is LEAST useful for:
(A) Selecting top candidates for limited merit scholarships
(B) Determining whether a student has mastered specific foundational learning outcomes in Class 3 reading
(C) Ranking applicants in competitive entrance exams
(D) Comparing school performance against national norms

207. Which learning domain objective is evaluated when a student demonstrates empathy and respects cultural diversity during group activities?
(A) Cognitive Domain
(B) Affective Domain
(C) Psychomotor Domain
(D) Memory Domain

208. Consider the following statements regarding 'Continuous and Comprehensive Evaluation' (CCE):
I. 'Continuous' aspect implies regularity of assessment, frequency of unit testing, and diagnostic feedback.
II. 'Comprehensive' aspect implies coverage of both scholastic and co-scholastic areas of student development.
III. CCE mandates that all co-scholastic activities must be evaluated using 100-mark written tests.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

209. Under NCF-SE 2023, the school education system is organized into which four stages?
(A) Primary, Upper Primary, Secondary, Higher Secondary
(B) Foundational, Preparatory, Middle, Secondary
(C) Early Childhood, Elementary, Secondary, Vocational
(D) Pre-Primary, Primary, Middle, High School

210. What is the key focus of the 'Preparatory Stage' (Classes 3 to 5) under NCF-SE 2023?
(A) Specialized stream-based vocational specialization
(B) Building foundational literacy and numeracy along with play, discovery, and introduction to textbooks and formal classroom learning
(C) Subject-choice specialization in pure sciences
(D) Intensive board-examination preparation

211. What is the duration of the 'Middle Stage' in the NEP 2020 5+3+3+4 framework?
(A) 2 years (Classes 6-7)
(B) 3 years (Classes 6-8)
(C) 4 years (Classes 6-9)
(D) 5 years (Classes 5-9)

212. Consider the following features of the 'Secondary Stage' (Classes 9 to 12) under NEP 2020:
I. 4 years of multidisciplinary study.
II. High flexibility and student choice of subjects across streams.
III. Depth of conceptual understanding and critical thinking.
IV. Rigid mandatory separation between Science and Arts streams.
Which of the above statements are correct?
(A) I and II only
(B) I, II and III only
(C) III and IV only
(D) I, II, III and IV

213. The NIPUN Bharat Mission was launched under the aegis of which central scheme?
(A) Samagra Shiksha
(B) PM POSHAN
(C) Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
(D) Digital India Mission

214. Key developmental goals under NIPUN Bharat for FLN include Goal 1 (Health and Well-being), Goal 2 (Effective Communicators), and Goal 3 (Involved Learners). Goal 2 primarily focuses on:

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(A) Physical fitness and motor skills
(B) Building foundational literacy, language development, and communication skills
(C) Mathematical coding and abstract logic
(D) Environmental conservation projects

215. Setting up daily guided reading hours and storybook library corners in primary grades to ensure children comprehend basic text passages directly addresses which NEP 2020 focus area?
(A) Vocationalization of Middle Stage
(B) Foundational Literacy and Numeracy (FLN)
(C) Higher Education Multidisciplinary Credit System
(D) Senior Secondary Stream Flexibility

216. Which national body serves as the nodal agency for designing school curriculum and publishing model textbooks aligned with NCF-SE 2023?
(A) AICTE
(B) NCERT
(C) NCTE
(D) CBSE

217. Under NEP 2020, what is the role of 'Cluster Resource Centres' (CRCs) and 'Block Resource Centres' (BRCs)?
(A) To conduct state level audits and financial recovery
(B) To provide academic resource support, continuous professional development, and mentoring for teachers at local school cluster levels
(C) To print question papers for board examinations
(D) To manage teacher recruitment across districts

218. What is the main objective of the NISHTHA program launched by the Ministry of Education?
(A) Financial assistance to rural students
(B) Integrated Teacher Training Program for Improving Quality of School Education through Capacity Building
(C) Construction of smart classrooms in government schools
(D) Digital distribution of free laptops to high school toppers

219. The acronym NISHTHA stands for:
(A) National Initiative for School Heads' and Teachers' Holistic Advancement
(B) National Institute for School Health and Teacher Training Alignment
(C) National Initiative for Student Health and Teacher Harmony
(D) National Innovation Scheme for Teachers and Headmasters

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220. School Leadership Development Programs (SLDP) in India are primarily coordinated at the national level by which specialized institution?
(A) National Institute of Educational Planning and Administration (NIEPA)
(B) NCERT
(C) UGC
(D) NCTE

221. Under NEP 2020, how many hours of Continuous Professional Development (CPD) modules are expected annually for every school teacher and head teacher?
(A) 20 hours
(B) 30 hours
(C) 50 hours
(D) 100 hours

222. The concept of 'School Complexes' or 'School Hubs' recommended in NEP 2020 aims to:
(A) Merge small schools permanently into single megaschools
(B) Share resources (such as sports facilities, science labs, art teachers, and counselors) across a cluster of public schools in a geographical area
(C) Privatize management of public schools
(D) Separate primary and secondary schools into distinct administrative districts

223. According to NPE 1986 and NEP 2020, educational administration should shift focus from traditional policing inspection to:
(A) Administrative punishment
(B) Professional supervision, academic support, and institutional leadership guidance
(C) Bureaucratic financial audit
(D) Purely automated online reporting without physical visits

224. Which type of supervisory leadership style involves democratic participation, collaborative decision-making, and shared responsibility between the Principal and teaching staff?
(A) Autocratic Leadership
(B) Laissez-faire Leadership
(C) Transformational / Democratic Leadership
(D) Bureaucratic Leadership

225. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Diagnostic tests should be followed immediately by targeted remedial teaching in school academic management.
Reason (R): Remedial teaching addresses specific learning gaps and misconceptions identified during diagnostic testing, preventing cumulative learning deficits.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

226. In educational evaluation, what does the term 'Item Difficulty' (P) measure?
(A) The physical time taken by a student to write an answer
(B) The proportion or percentage of examinees who answered the item correctly
(C) The difficulty level of printing the question paper
(D) The subjective complexity rated by the teacher

227. If an item has a Difficulty Index of P = 0.00, it implies that:
(A) Every examinee answered the item correctly
(B) No examinee answered the item correctly
(C) 50% of examinees answered correctly
(D) The item has high discrimination power

228. Consider the following statements regarding the 'Discrimination Index' (D) of an item:
I. D values range from -1.00 to +1.00.
II. A positive D value indicates that more high-scoring students answered the item correctly than low-scoring students.
III. D = 0.00 indicates that the item does not discriminate at all between high and low achievers.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

229. An item with a Discrimination Index of D = 0.15 is generally considered:
(A) Highly discriminating; retain without changes
(B) Marginal / Poor discrimination; requires revision or replacement
(C) Negatively discriminating; discard immediately
(D) Ideal for standardized testing

230. In test item writing, what is the 'Stem' of a Multiple-Choice Question?
(A) The correct answer option
(B) The introductory question statement or problem situation
(C) The incorrect distractors
(D) The scoring rubric code

231. Distractors in a multiple-choice item are:
(A) The key correct answers
(B) Plausible but incorrect option choices designed to test understanding
(C) Unrelated statements placed outside the question
(D) Directions provided to exam invigilators

232. Consider the following rules for writing effective Multiple-Choice Items:
I. The stem should present a clear, central problem.
II. All options should be grammatically parallel and similar in length.
III. Avoid using 'All of the above' or 'None of the above' excessively.
IV. Clues to the correct answer should be embedded in the length of option (C).
Which of the guidelines listed above are correct test construction principles?
(A) I, II and III only
(B) I and IV only
(C) II and III only
(D) I, II, III and IV

233. What is the primary advantage of Essay-Type Questions over Objective-Type Questions?
(A) High scorer objectivity and consistency
(B) Ability to measure complex synthesis, critical evaluation, and original written expression
(C) Complete elimination of examiner bias
(D) Rapid automated optical mark scoring

234. What is the primary disadvantage of Essay-Type Questions?
(A) Low content coverage sampling and subjective scoring variability
(B) High susceptibility to random guessing

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(C) Inability to assess higher-order thinking
(D) Excessive printing costs

235. If class examination results show extreme variations in marks depending on which teacher evaluated the essay scripts, which step should be initiated to improve inter-rater reliability?
(A) Abolish essay examinations permanently
(B) Develop standardized marking schemes with explicit scoring criteria (rubrics) and conduct moderation sessions
(C) Convert all essay papers into oral interviews
(D) Ask students to grade their own answer sheets

236. Inter-Rater Reliability measures:
(A) Consistency of test scores when administered at two different times
(B) Degree of agreement or consistency between two or more independent raters evaluating the same performance
(C) Internal consistency among test items
(D) Correlation between entrance test and final outcome marks

237. Intra-Rater Reliability measures:
(A) Consistency of scoring by the same evaluator when scoring the same performance on different occasions
(B) Agreement between two different evaluators
(C) Correlation between two parallel forms of a test
(D) Variance of class mean scores over time

238. Which type of validity assesses how well a test score predicts future performance on a specific outcome criterion measured at a later date?
(A) Content Validity
(B) Concurrent Validity
(C) Predictive Validity
(D) Construct Validity

239. Correlating students' scores on a Scholastic Aptitude Test (SAT) taken in Class 12 with their Grade Point Average (GPA) at the end of their first year of university evaluates:
(A) Predictive Validity
(B) Content Validity
(C) Test-Retest Reliability
(D) Face Validity

240. Correlating scores of a newly designed brief intelligence scale with an established, standard intelligence scale (like Stanford-Binet) administered at the same time evaluates:
(A) Concurrent Validity
(B) Predictive Validity
(C) Content Validity
(D) Split-Half Reliability

241. 'Factor Analysis' in psychometrics is a statistical technique used primarily to establish:
(A) Test-retest reliability
(B) Construct Validity by identifying underlying latent dimensions/factors
(C) Parallel-form equivalence
(D) Percentile norms for age groups

242. In testing, what is 'Measurement Error'?
(A) The difference between an examinee's Observed Score and True Score
(B) The cost incurred in printing test materials
(C) The ratio of passed to failed students
(D) The difference between mean and median

243. According to Classical Test Theory (CTT), an observed test score (X) is composed of:
(A) True Score (T) + Error Score (E)
(B) Standard Score (Z) + Variance (V)
(C) Mean (M) + Standard Deviation
(D) Raw Score + Percentile Rank

244. Under Classical Test Theory, the expected mean of random measurement error (E) over repeated measurements is assumed to be:
(A) +1.00
(B) 0.00
(C) Equal to the True Score
(D) -1.00

245. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Standardized achievement tests provide valuable benchmark comparison data across schools, but should not be used as the sole criteria for high-stakes decisions about student promotion or teacher retention.
Reason (R): Single snapshot test scores may reflect socioeconomic backgrounds and measurement errors rather than true longitudinal educational growth and classroom effort.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

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(D) A is false but R is true

246. What is the standard score (z) corresponding to a raw score equal to the Mean of the distribution?
(A) z = 0
(B) z = 1
(C) z = 50
(D) z = -1

247. A student scores 1 standard deviation below the mean on a normally distributed test. What is the student's z-score?
(A) z = +1.0
(B) z = -1.0
(C) z = 0.0
(D) z = -2.0

248. Consider the following standard score scales derived from z-score:
I. T-Score: Mean = 50, SD = 10
II. GRE Score: Mean = 500, SD = 100
III. Wechsler IQ Score: Mean = 100, SD = 15
IV. Stanine Score: Mean = 5, SD = 2
Which of the above matches are correct?
(A) I and II only
(B) I, II and III only
(C) III and IV only
(D) I, II, III and IV

249. On a test with Mean = 60 and SD = 10, a student receives a raw score of 75. What is the student's equivalent T-score?
(A) 55
(B) 65
(C) 75
(D) 80

250. The median of a score distribution corresponds exactly to which percentile?
(A) 25th Percentile
(B) 50th Percentile
(C) 75th Percentile
(D) 90th Percentile

251. What is the First Quartile (Q1) equivalent to in terms of percentiles?
(A) 10th Percentile
(B) 25th Percentile
(C) 50th Percentile
(D) 75th Percentile

252. Consider the following statements regarding 'Percentile Rank':
I. Percentile rank indicates the percentage of scores in a distribution that fall at or below a given raw score.
II. A percentile rank of 80 means the student scored higher than or equal to 80% of test-takers.
III. Percentile ranks form an equal-interval scale across all ranges.
IV. Percentile differences are exaggerated near the middle of a normal distribution and compressed at the extremes.
Which of the above statements are correct?
(A) I and II only
(B) I, II and IV only
(C) III and IV only
(D) I, II, III and IV

253. Why are percentile ranks considered an ordinal scale rather than an interval scale?
(A) Because raw score differences near the median represent small percentile jumps, while raw score differences at the extremes represent large percentile jumps
(B) Because percentile ranks cannot be arranged in order
(C) Because percentile ranks include negative values
(D) Because they measure physical attributes only

254. The interquartile range (IQR) covers what percentage of the central distribution of scores around the median?
(A) 25%
(B) 50%
(C) 68%
(D) 75%

255. If an academic review of exam results shows Mean = 42, Median = 55, Mode = 62, what is the skewness of this score distribution, and what does it imply about test difficulty?
(A) Positively skewed; the test was very easy
(B) Negatively skewed; the majority of students scored high, but a few low scores pulled down the mean
(C) Symmetrical normal distribution; test was well-balanced
(D) Bimodal distribution; test had ambiguous items

256. In a positively skewed score distribution, where is the tail of the distribution pointing?
(A) Towards the left (lower scores)
(B) Towards the right (higher scores)
(C) Equally to both sides

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(D) Vertically upwards

257. When a classroom test is very difficult and most students score low marks, the resulting score distribution will be:
(A) Positively skewed
(B) Negatively skewed
(C) Symmetrical
(D) Uniformly flat

258. When a classroom test is very easy and most students score high marks near the ceiling, the score distribution will be:
(A) Positively skewed
(B) Negatively skewed
(C) Symmetrical / Bell-shaped
(D) Mesokurtic

259. The Range of a distribution with a maximum score of 92 and a minimum score of 28 is:
(A) 64
(B) 120
(C) 46
(D) 32

260. Which measure of dispersion is calculated as half of the distance between the third quartile (Q3) and first quartile (Q1)?
(A) Mean Deviation
(B) Quartile Deviation (Semi-Interquartile Range)
(C) Standard Deviation
(D) Variance

261. Quartile Deviation is the most appropriate measure of variability when central tendency is measured by the:
(A) Mean
(B) Median
(C) Mode
(D) Harmonic Mean

262. Mean Deviation (or Average Deviation) is defined as:
(A) The square root of average squared deviations
(B) The arithmetic mean of the absolute deviations of individual scores from the mean or median, ignoring plus and minus signs
(C) The difference between highest and lowest score
(D) The 90th percentile minus 10th percentile

263. Why is Standard Deviation preferred over Mean Deviation in advanced educational statistics?
(A) Standard deviation ignores algebraic signs
(B) Standard deviation avoids ignoring algebraic signs by squaring deviations, making it mathematically tractable for further statistical analysis
(C) Standard deviation is easier to compute manually
(D) Standard deviation is always smaller than quartile deviation

264. What is the relation between Standard Deviation (SD), Quartile Deviation (Q), and Mean Deviation (MD) in a normal distribution?
(A) Q = (2 / 3) × SD and MD = (4 / 5) × SD (approx.)
(B) Q = SD and MD = 2 × SD
(C) Q = (4 / 5) × SD and MD = (2 / 3) × SD
(D) Q = 2 × SD and MD = SD

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265. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): In a Normal Probability Curve, the total area under the curve between -1 and +1 Standard Deviation contains approximately 68.26% of the population.
Reason (R): The normal distribution curve is asymptotic to the baseline, theoretically extending to infinity in both positive and negative directions without touching the axis.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

266. What percentage of area under the Normal Probability Curve lies between the Mean and +1 Standard Deviation?
(A) 34.13%
(B) 47.72%
(C) 50.00%
(D) 68.26%

267. What percentage of area under the Normal Probability Curve lies beyond +3 Standard Deviations from the mean?
(A) 0.13%
(B) 2.28%
(C) 5.00%
(D) 13.59%

268. Consider the following points regarding the 'Point of Inflexion' on a Normal Probability Curve:
I. Points of inflexion occur at X = Mean +/- 1 Standard Deviation.
II. At the point of inflexion, the curve changes direction from concave to convex or vice versa.
III. Points of inflexion occur at X = Mean +/- 3 Standard Deviations.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

269. The Pearson Product-Moment Correlation Coefficient (r) is calculated using raw deviation scores ($x = X - Mean_X$, $y = Y - Mean_Y$) by which formula?
(A) r = Sum(x × y) / sqrt(Sum(x squared) × Sum(y squared))
(B) r = (Sum(x) + Sum(y)) / N
(C) r = sqrt(Sum(x × y) / N)
(D) r = Sum(x squared) / Sum(y squared)

270. If two test variables X and Y have a correlation coefficient r = -0.92, this signifies that:
(A) High scores on test X are strongly associated with high scores on test Y
(B) High scores on test X are strongly associated with low scores on test Y
(C) There is virtually no linear relationship between test X and test Y
(D) The test scores contain 92% calculation error

271. Biserial Correlation is used when:
(A) Both variables are continuous and normally distributed
(B) One variable is continuous and the other is artificially dichotomized
(C) Both variables are naturally dichotomous
(D) Both variables are measured on ordinal rank scales

272. Point-Biserial Correlation is used when:
(A) One variable is continuous and the other is a true/natural dichotomy
(B) Both variables are continuous
(C) Both variables are ranked
(D) Three variables are correlated simultaneously

273. Tetrachoric Correlation is appropriate when:
(A) Both variables are continuous but have been artificially reduced to dichotomies
(B) Both variables are natural dichotomies
(C) One variable is ratio and the other is nominal
(D) All variables are qualitative descriptions

274. The Phi Coefficient is used to measure correlation between two variables when:
(A) Both variables are true natural dichotomies
(B) Both variables are ratio scales
(C) One variable is continuous and the other is rank order
(D) Sample size exceeds 10,000

275. Which statistical method should be used to find the degree of agreement between two judges who independently ranked 10 students in a public speaking competition from 1st to 10th position?
(A) Pearson Product-Moment Correlation
(B) Spearman's Rank Difference Correlation
(C) Point-Biserial Correlation
(D) Linear Regression Analysis

276. What is the fundamental assumption underlying the use of Pearson's Product-Moment Correlation Coefficient?
(A) The relationship between variables is linear and both variables are continuously and normally distributed
(B) The data must be measured on a nominal scale
(C) The sample size must be less than 10
(D) The score distribution must be highly skewed

277. The term 'Sampling Error' refers to:
(A) Errors made by students while writing answers
(B) The statistical discrepancy between a sample statistic (e.g. sample mean) and the true population parameter (e.g. population mean)
(C) Errors made in printing the question paper
(D) Incorrect selection of grading scales

278. Central Limit Theorem states that as the sample size increases (typically N >= 30), the sampling distribution of the sample mean approaches a:
(A) Positively skewed distribution
(B) Uniform flat distribution
(C) Normal distribution, regardless of the shape of the population distribution
(D) Bimodal distribution

MCQGPT

279. In a 9-point grading system (like CBSE secondary school system), if grades A1, A2, B1, B2, C1, C2, D, E1, E2 are awarded based on

top percentile proportions of passed candidates, what percentage of passed candidates receive Grade A1?
(A) Top 1/8th (12.5%)
(B) Top 1/10th (10%)
(C) Top 1/6th (16.6%)
(D) Top 5%

280. Under the CBSE grading system for Class 10/12, the top 1/8th of passed candidates receive Grade A1, the next 1/8th receive Grade A2, and so on. This grading system is an example of:
(A) Absolute Grading based on fixed marks cut-off
(B) Relative Grading / Norm-Referenced Grading based on population proportions
(C) Direct Qualitative Grading without marks
(D) Mastery Criterion Grading

281. Cumulative Record Card (CRC) maintained for every student in a school serves as a:
(A) Temporary attendance register
(B) Comprehensive, continuous record of student achievement, growth, health, traits, and co-curricular progress throughout school life
(C) Fee receipt folder
(D) Teacher performance assessment sheet

282. An 'Anecdotal Record' in student evaluation is defined as:
(A) A standardized intelligence test score sheet
(B) A brief, factual, objective written report of a specific significant incident or behavior involving a student
(C) A collection of student art projects
(D) An official end-of-year transfer certificate

283. What is the main objective of conducting a 'Diagnostic Test' after a unit of instruction?
(A) To award final marks for the report card
(B) To pinpoint specific learning gaps, errors, and misconceptions for planning remedial teaching
(C) To select students for competitive school teams
(D) To rank teachers based on pass percentages

284. Remedial teaching is designed specifically for students who:
(A) Have already mastered the learning standards and require enrichment
(B) Have identified learning difficulties, gaps, or slowness in mastering specific instructional concepts
(C) Are preparing for international olympiads
(D) Have 100% attendance records

285. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Programmed Learning Instruction and Computer-Assisted Learning (CAL) incorporate immediate feedback as a core pedagogical mechanism.
Reason (R): Immediate reinforcement of correct responses strengthens learning retention and allows instant self-correction of errors.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

286. What is a 'Sociogram'?
(A) A graph showing monthly academic progress of a class
(B) A visual diagram representing social relationships, peer acceptance, and interaction patterns within a group of students
(C) A standard normal curve chart
(D) An organizational chart of school administration

287. In a sociometric survey, a student who is not chosen by any peer on any positive selection criterion is termed a:
(A) Star
(B) Isolate / Neglected student
(C) Clique leader
(D) Mutual pair

288. Consider the following assessment tools used in school evaluation:
I. Checklists (Yes/No presence of a trait)
II. Rating Scales (Degree or frequency of a trait)
III. Rubrics (Qualitative descriptive criteria across performance levels)
IV. Standard Deviation Graphs
Which of the above are direct tools for evaluating student performance and behavioral traits?
(A) I and II only
(B) I, II and III only
(C) III and IV only

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(D) I, II, III and IV

289. Which evaluation tool is most appropriate for evaluating complex performance tasks such as oral presentations, science projects, and essay writing objectively?
(A) Checklist
(B) Rubric
(C) Sociogram
(D) Multiple Choice Answer Key

290. What is the primary difference between a 'Checklist' and a 'Rating Scale'?
(A) A checklist records presence or absence (dichotomous), whereas a rating scale assesses the degree or quality of the trait
(B) A rating scale is used only for financial audits
(C) A checklist assigns percentile ranks automatically
(D) There is no difference; both are identical

291. Self-assessment and peer-assessment promote which higher-order evaluation capability in students?
(A) Rote memorization
(B) Metacognition, self-regulation, and critical reflection on learning standards
(C) Speed of handwriting
(D) Competitive ranking comparison

292. Consider the following core features of the 'Holistic Progress Card' (HPC) mandated under NEP 2020:
I. 360-degree, multidimensional reporting across cognitive, affective, and psychomotor domains.
II. Integration of self-assessment, peer-assessment, and teacher-assessment.
III. Reporting project-based, inquiry-based, and skill-based learning achievements.
IV. Exclusive publication of numerical marks and class ranks without descriptive remarks.
Which of the above features are correct?
(A) I, II and III only
(B) I and IV only
(C) II and IV only
(D) I, II, III and IV

293. As per NEP 2020, assessment should shift away from testing high-stakes rote memorization towards testing:
(A) Speed of writing detailed long answers
(B) Core competencies, higher-order thinking skills, critical analysis, and conceptual clarity
(C) Dictation accuracy and spelling memorization
(D) Physical endurance in sports alone

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294. What is the role of National Assessment Centre 'PARAKH' in standardized state and national level assessments?
(A) Conducting physical security checks at examination centers
(B) Formulating assessment norms, standards, guidelines, and driving overall assessment reform across school boards
(C) Printing state textbooks
(D) Managing school infrastructure funds

295. Which key pedagogical assessment tool should be used by primary teachers to track foundational literacy levels continuously under NIPUN Bharat targets?
(A) Annual summative board-pattern paper-pencil exams
(B) Observational checklists, learning outcome progress charts, and activity-based formative assessment sheets
(C) Percentile rank merit lists
(D) Standardized IQ testing batteries

296. In educational statistics, the square of the standard deviation is called:
(A) Mean Deviation
(B) Variance
(C) Quartile Deviation
(D) Standard Error

297. In a distribution of marks where Mean = 50 and Standard Deviation = 0, what can be concluded about student scores?
(A) All students in the class obtained exactly 50 marks
(B) Half the class scored 0 and half scored 100
(C) The test paper was invalid
(D) The distribution is negatively skewed

298. What is the Mean and Standard Deviation of the Standard Normal Distribution (z-distribution)?
(A) Mean = 0, Standard Deviation = 1
(B) Mean = 50, Standard Deviation = 10
(C) Mean = 100, Standard Deviation = 15
(D) Mean = 1, Standard Deviation = 0

299. The method of calculating split-half reliability where odd-numbered items form one half and even-numbered items form the other half is known as:

(A) Odd-Even Split Method
(B) Test-Retest Method
(C) Parallel Forms Method
(D) Kuder-Richardson Method

300. The ultimate objective of educational assessment, measurement, and evaluation in school administration is to:
(A) Rank and penalize low-performing students
(B) Improve instructional quality, facilitate optimal child development, and support institutional excellence
(C) Prepare reports for administrative court cases
(D) Eliminate all non-academic activities from the school timetable

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ANSWERS

1. (C) 86th Constitutional Amendment Act, 2002
The 86th Constitutional Amendment Act of 2002 inserted Article 21A into the Constitution of India. This milestone amendment made free and compulsory education a fundamental right for all children in the age group of six to fourteen years. It mandated the state to provide education in a manner determined by law, transforming educational access into an enforceable legal right nationwide.

2. (C) Article 45
Before the 86th Constitutional Amendment Act of 2002 converted free and compulsory education into an enforceable Fundamental Right under Article 21A, the primary constitutional provision for education was located in Article 45. Located within the Directive Principles of State Policy, it directed the state to endeavor to provide free primary education to children until reaching fourteen years.

3. (A) Every parent or guardian to provide educational opportunities to their child or ward aged 6 to 14 years
The 86th Constitutional Amendment Act of 2002 introduced Clause (k) under Article 51A of the Constitution of India. This provision established a Fundamental Duty for every citizen who is a parent or guardian to provide opportunities for education to their child or ward between the ages of six and fourteen years, ensuring societal backing for fundamental educational rights.

4. (D) Provision of adequate facilities for instruction in mother tongue at the primary stage to linguistic minority groups
Article 350A was added to the Constitution of India by the Seventh Constitutional Amendment Act of 1956 following states reorganization. It directs every state and local authority to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, supporting constitutional linguistic rights and early learning.

5. (A) Both A and R are true and R is the correct explanation of A
The Constitution Forty-second Amendment Act of 1976 transferred education from the State List to the Concurrent List under Entry 25 of List III in the Seventh Schedule. Moving education to the Concurrent List enabled both Parliament and state legislatures to enact legislation on education, facilitating national uniformity in educational planning while accommodating state-specific administrative flexibility.

6. (D) Weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes
Article 46 of the Constitution of India forms part of the Directive Principles of State Policy. It obligates the state to promote with special care the educational and economic interests of the weaker sections of the people, specifically focusing on Scheduled Castes and Scheduled Tribes, while shielding them from social injustice and forms of exploitation.

7. (C) University Education Commission (1948-49)
The University Education Commission of 1948-49, chaired by Dr. Sarvepalli Radhakrishnan, was the first educational commission established in independent India. The commission comprehensively evaluated higher education and specifically recommended establishing an agency modeled after the United Kingdom University Grants Committee, leading directly to the statutory creation of the University Grants Commission in India.

8. (A) I and II only
The Secondary Education Commission, chaired by Dr. A. Lakshmanaswami Mudaliar, recommended introducing multipurpose schools offering diversified streams to cater to varied aptitudes. Regarding educational structure, the commission proposed a seven-year secondary school period covering three years of middle or senior basic education and four years of higher secondary education, rather than a three-year secondary and four-year higher secondary pattern.

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9. (D) 6% of Gross National Product (GNP)
The Education Commission of 1964-66, chaired by Dr. D. S. Kothari, evaluated the educational system across all levels in post-independence India. Recognizing education as a key instrument for national development, the commission explicitly recommended that public expenditure on education should be gradually scaled up to reach at least six percent of the Gross National Product.

10. (A) A public education system open to all children irrespective of social or economic status, providing equal quality education
The Kothari Commission of 1964-66 articulated the Common School System concept to promote social cohesion and national integration. This framework envisions public-funded neighborhood schools accessible to all children regardless of caste, creed, or economic background, providing equal quality education and eliminating social stratification driven by disparities between private and government school standards.

11. (D) National Policy on Education, 1968
The National Policy on Education of 1968 was formulated based on the recommendations of the Kothari Commission. It officially adopted a uniform educational structure of ten years of general education, followed by two years of higher secondary education, and three years of higher degree education, creating the standardized 10+2+3 organizational structure across all Indian states.

12. (A) I, II and IV only
The Three-Language Formula under the National Policy on Education 1968 mandated studying a modern Indian language, preferably from Southern India, alongside Hindi and English in Hindi-speaking states, and Hindi, English, and regional languages in non-Hindi states. Regional languages were promoted as primary instructional media, while English served as a link language rather than the sole secondary medium.

13. (C) Mandatory inclusion of science education and research as an integral part of school education
The National Policy on Education 1968 emphasized scientific acceleration to support national economic development and technological self-reliance. It recommended that science and mathematics should be made an integral component of general education for all students throughout the first ten years of schooling, ensuring that scientific literacy and inquiry were systematically cultivated across the basic curriculum.

14. (D) Acharya Ramamurti Committee
The Acharya Ramamurti Committee was constituted in May 1990 to review the National Policy on Education 1986 and evaluate its progress. Titled "Towards an Enlightened and Humane Society," the committee report made key recommendations regarding decentralization, equity, vocationalization, and inclusion, which subsequently influenced the formulation of the modified Programme of Action 1992.

15. (A) At least two reasonably large rooms, minimum two teachers (one female), and necessary teaching-learning equipment
Operation Blackboard was initiated in 1987 following recommendations of the National Policy on Education 1986 to improve primary school infrastructure nationwide. The scheme prescribed minimum essential physical facilities for every primary school, including at least two large all-weather rooms, two teachers with one mandatory female teacher, essential teaching-learning equipment, blackboards, and basic sanitation facilities.

16. (B) To provide good quality modern education, including cultural values and environmental awareness, to talented children predominantly from rural areas
The National Policy on Education 1986 envisioned Jawahar Navodaya Vidyalayas as pace-setting residential co-educational institutions. Established to serve talented rural children who lack financial access to quality education, these schools offer free modern education from Class 6 to 12, promoting national integration through student migration between Hindi and non-Hindi speaking states alongside high academic standards.

17. (C) District Institute of Education and Training (DIET)
The National Policy on Education 1986 recommended establishing District Institutes of Education and Training in every district across India. These institutions serve as nodal district-level academic agencies responsible for conducting pre-service and in-service training

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for primary teachers, developing localized curriculum materials, offering academic support to elementary schools, and providing guidance for adult and non-formal educational programs.

18. (A) Flexible, modular vocational courses with entry and exit facilities, aligned with regional employment needs
The Programme of Action 1992 modified the National Policy on Education 1986 by systematically restructuring vocational education to enhance employability. It emphasized flexible, modular courses offering multiple entry and exit points, strong industry linkages, credit transfer mechanisms, and alignment with regional market demands, allowing students to seamlessly bridge academic learning and professional skill development.

19. (C) National Institute of Open Schooling (NIOS)
The National Open School was established in 1989 as an autonomous organization by the Ministry of Human Resource Development following recommendations of the National Policy on Education 1986. Created to provide flexible open and distance education up to the pre-degree level, the institution was subsequently renamed the National Institute of Open Schooling in July 2002.

20. (D) Overburdening of school children with heavy school bags and non-comprehended curriculum
The National Advisory Committee chaired by Professor Yashpal submitted its landmark report titled "Learning Without Burden" in 1993. The committee critically examined Indian school education, identifying the heavy physical load of school bags, dense textbook content, rote learning routines, and non-comprehended academic curricula as major factors causing cognitive overload and severe physical strain on school children.

21. (B) Dr. K. Kasturirangan Committee
The Committee for the Draft National Education Policy was constituted under the chairmanship of eminent scientist Dr. Krishnaswamy Kasturirangan. The committee submitted its comprehensive report in May 2019, which formed the official basis for the National Education Policy 2020 approved by the Union Cabinet, ushering in major structural reforms across Indian primary, secondary, and higher education.

22. (A) 5+3+3+4
The National Education Policy 2020 replaced the long-standing 10+2 academic structure in school education with a new 5+3+3+4 curricular and pedagogical structure. This design covers ages three to eighteen and consists of four distinct developmental stages: a 5-year Foundational Stage, a 3-year Preparatory Stage, a 3-year Middle Stage, and a 4-year Secondary Stage.

23. (D) Ages 3 to 8
The Foundational Stage in the National Education Policy 2020 covers children aged three to eight years across a five-year continuous span. This stage comprises three years of early childhood care and education in flexible pre-school or Anganwadi settings, followed by formal primary schooling in Classes 1 and 2, focusing on play-based and activity-driven foundational learning.

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24. (A) P-3, Q-4, R-1, S-2
The 5+3+3+4 structure divides school education into distinct developmental stages. The Foundational Stage covers three years of pre-school and Classes 1 and 2 for ages 3-8. The Preparatory Stage spans Classes 3 to 5 for ages 8-11. The Middle Stage covers Classes 6 to 8 for ages 11-14. The Secondary Stage spans Classes 9 to 12 for ages 14-18.

25. (A) Both A and R are true and R is the correct explanation of A
The National Education Policy 2020 highlights universal acquisition of Foundational Literacy and Numeracy as an urgent national prerequisite for basic learning. Without establishing foundational reading, writing, and mathematical skills by Class 3, children cannot comprehend advanced curricular content, leading directly to a perpetual learning deficit that hinders future academic progress and skill acquisition.

26. (B) 2026-27
The Ministry of Education launched the NIPUN Bharat Mission to implement Foundational Literacy and Numeracy goals under the National Education Policy 2020 framework. The mission sets a clear target to ensure that every child in India universally acquires foundational reading, writing, and basic mathematical competencies by the completion of Class 3 by the target year 2026-27.

27. (C) National Initiative for Proficiency in Reading with Understanding and Numeracy
NIPUN Bharat is an acronym standing for National Initiative for Proficiency in Reading with Understanding and Numeracy. Launched by the Department of School Education and Literacy, this national mission provides targeted frameworks, learning outcomes, teacher guidelines, and progress benchmarks to ensure foundational literacy and numeracy acquisition among all primary grade students across Indian schools.

28. (A) I and II only
The Preparatory Stage covers Classes 3 to 5 for children aged eight to eleven years. It transitions students from purely play-based learning to formal classroom instruction using light textbooks, introducing core subjects like reading, writing, mathematics, science, and social sciences, while maintaining interactive, discovery-based, and activity-driven pedagogical approaches across all learning activities.

29. (D) Middle Stage (Classes 6-8)
The National Education Policy 2020 introduces practical vocational exposure and ten bagless days during the Middle Stage, comprising Classes 6 to 8 for children aged eleven to fourteen. During these days, students participate in hands-on activities and intern with local vocational experts, developing practical skills in local crafts, industrial arts, and practical trades.

30. (B) 10 days
The National Education Policy 2020 recommends that all students in Classes 6 to 8 participate in a ten-day bagless period during the academic year. During this timeframe, students gain practical exposure to local trades and vocational crafts such as carpentry, pottery, metalwork, gardening, and electric work by interning directly with local artisans and technical experts.

31. (A) PARAKH
The National Education Policy 2020 mandated establishing PARAKH as a standard-setting body under the National Council of Educational Research and Training. PARAKH sets national norms, standards, and guidelines for student assessment and evaluation across all recognized central and state school examination boards, promoting competency-based evaluation and systemic assessment uniformity across the nation.

32. (A) I, II and IV only
PARAKH, standing for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development, is established as a constituent unit of NCERT. It formulates assessment guidelines, conducts national achievement surveys, and advises school boards on evaluation reforms. It guides assessment practices across boards rather than replacing state boards to conduct annual central examinations for private schools directly.

33. (D) Regular, formative, competency-based assessment evaluating higher-order thinking skills
The National Education Policy 2020 transforms school assessment by replacing traditional summative examinations and rote memorization tests with regular, formative, competency-based evaluation. This model focuses on assessing higher-order cognitive capacities, critical thinking, conceptual clarity, and practical problem-solving abilities, ensuring that assessment directly supports student development throughout the entire academic year.

34. (A) Self-assessment, peer assessment, and teacher assessment across cognitive, affective, and psychomotor domains
The Holistic Progress Card mandated by the National Education Policy 2020 introduces a 360-degree, multidimensional evaluation format. It moves beyond traditional marks by integrating self-assessment, peer feedback, and teacher evaluations, capturing comprehensive progress across cognitive, affective, and psychomotor domains alongside project achievements, practical skills, and values developed by students during the academic session.

35. (B) No hard separation between streams or extra-curriculars, offering flexibility in subject choice
The Secondary Stage under the National Education Policy 2020 eliminates rigid distinctions between traditional academic streams such as Science, Commerce, and Arts, as well as between curricular and extra-curricular activities. Students enjoy greater flexibility and subject choice, allowing them to simultaneously study combinations such as physics, history, and fine arts based on individual academic interests.

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36. (D) National Council for Teacher Education (NCTE) in consultation with NCERT and SCERTs
Under the National Education Policy 2020, the National Council for Teacher Education is mandated to formulate the National Professional Standards for Teachers. Developed in close consultation with NCERT, SCERTs, teachers, and expert educational institutions, these standards define professional competencies, career stages, performance expectations, and continuous professional development criteria across all school education levels.

37. (B) 4-Year Integrated B.Ed. degree covering dual major subjects
The National Education Policy 2020 mandates that by 2030, the minimum qualification for school teachers will be a four-year integrated Bachelor of Education degree. Offered by multidisciplinary higher education institutions, this comprehensive program combines rigorous subject specialization with pedagogical training, practical student-teaching experience, and foundational educational studies to ensure high instructional quality.

38. (C) DIKSHA
DIKSHA, standing for Digital Infrastructure for Knowledge Sharing, is the national digital platform created by the Ministry of Education. It serves as a centralized repository of open educational resources, providing interactive e-content, QR-coded energized textbooks, teacher professional development modules, and digital learning tools accessible in multiple Indian languages across all states and union territories.

39. (A) Unify all efforts related to digital/online/on-air education to enable multi-mode access to education
PM eVIDYA was launched under the Atmanirbhar Bharat Abhiyaan to unify digital, online, and broadcast educational initiatives across India. It integrates multi-mode access to learning resources through DIKSHA platform, dedicated Swayam Prabha TV channels for each school class, radio broadcasts, community radio, and specialized digital content for visually and hearing-impaired learners nationwide.

40. (C) Build the nation's capacity to provide equitable quality education to all girls as well as transgender students
The National Education Policy 2020 established the Gender Inclusion Fund to address systemic educational disparities faced by female and transgender students. The fund provides dedicated financial support to states for implementing targeted local interventions, improving school safety infrastructure, providing sanitation facilities, offering stipends, and executing community orientation programs that promote equitable educational access for all gender groups.

41. (B) 25:1
The National Education Policy 2020 prescribes a standard Pupil-Teacher Ratio of 30:1 for general school settings. However, for schools situated in Socio-Economically Disadvantaged Groups areas or regions facing acute educational disadvantages, the policy mandates a lower Pupil-Teacher Ratio of 25:1 to ensure focused individual attention, effective remedial support, and improved learning outcomes.

42. (D) 30:1
The Schedule attached to the Right to Education Act 2009 prescribes statutory norms for primary schools covering Classes 1 to 5. For primary schools with total student enrollment up to 200 children, the Act mandates maintaining a maximum Pupil-Teacher Ratio of 30:1, requiring specific teacher appointments calculated progressively based on total student strength.

43. (C) 25%
Section 12(1)(c) of the Right to Education Act 2009 mandates private unaided schools to reserve at least twenty-five percent of seats in Class 1 or entry-level pre-school classes for children belonging to economically weaker sections and disadvantaged groups, providing free elementary education with state reimbursement calculated per student cost.

44. (D) Hold regular exams at Class 5 and 8, permitting detention if a child fails the re-examination
The Right of Children to Free and Compulsory Education Amendment Act 2019 modified Section 16 of the principal Act. The amended provision permits state governments to hold regular written examinations at Class 5 and

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Class 8, allowing schools to detain a student if they fail the re-examination conducted within two months of initial results.

45. (A) Both A and R are true and R is the correct explanation of A
Section 17 of the Right to Education Act 2009 strictly prohibits corporal punishment and mental harassment of children in schools, declaring such actions punishable offences. Eliminating physical violence and psychological fear is fundamental to creating a safe, child-centered learning environment that protects inherent human dignity and fosters optimal cognitive and emotional development.

46. (C) 75%
Section 21 of the Right to Education Act 2009 mandates that all government and government-aided elementary schools constitute a School Management Committee. To ensure community participation and parent-led governance, the statute explicitly prescribes that at least three-fourths, or seventy-five percent, of total committee members must be parents or guardians of enrolled students.

47. (C) At least 50%
Section 21 of the Right to Education Act 2009 governs the composition of School Management Committees in elementary schools. To ensure gender parity and promote women leadership in school governance, the statute mandates that at least fifty percent of the total parent or guardian members included in the committee must be women.

48. (D) I, II and III
The Schedule to the RTE Act 2009 mandates statutory working standards for primary schools covering Classes 1 to 5. These standards stipulate a minimum of 200 working days and 800 instructional hours per academic year, along with a minimum requirement of 45 teaching working hours per week per teacher, inclusive of classroom preparation time.

49. (C) Section 28
Section 28 of the Right to Education Act 2009 explicitly prohibits school teachers from engaging in private tuition or private teaching activities. This statutory restriction ensures that teachers dedicate their professional focus entirely to formal classroom instruction, preventing potential conflicts of interest and commercial exploitation of school students.

50. (C) Pre-school to Class 12
Samagra Shiksha is an overarching flagship program launched by the Ministry of Education to support the school education sector. Designed in alignment with Sustainable Development Goal 4, the scheme treats school education as a single continuous continuum, extending comprehensively from pre-school level through primary, upper primary, and secondary levels up to Class 12.

51. (B) Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE)
The Samagra Shiksha scheme was launched in 2018 by subsuming three pre-existing centrally sponsored educational schemes: Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and the Restructuring and Reorganization of Teacher Education scheme, creating a unified administrative mechanism to enhance school educational efficiency from pre-school to senior secondary levels nationwide.

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52. (D) I, II, III and IV
The National Curriculum Framework 2005 outlines five core guiding principles for curriculum development: connecting knowledge to life outside school, ensuring learning shifts away from rote methods, enriching the curriculum beyond textbooks, integrating examinations into classroom life to make them more flexible, and nurturing an identity informed by caring concerns within a democratic polity.

53. (C) Panchakosha concept (Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandamaya)
The National Curriculum Framework for Foundational Stage 2022 uses the ancient Indian Panchakosha concept as its structural foundation for holistic child development. This framework addresses five physical and psychological layers: physical development, vital life energy, emotional and mental growth, intellectual understanding, and inner aesthetic joy, guiding integrative pedagogical activities for young children.

54. (D) Dr. K. Kasturirangan
The National Steering Committee for National Curriculum Frameworks was constituted under

the chairmanship of eminent scientist Dr. Krishnaswamy Kasturirangan. The committee developed the National Curriculum Framework for School Education 2023, providing detailed guidelines on pedagogical approaches, curricular structures, subject choices, assessment transformations, and institutional standards aligned with the National Education Policy 2020.

55. (A) Conducting board exams twice a year to allow students to improve their scores and reduce high-stakes pressure
The National Curriculum Framework for School Education 2023 recommends restructuring Class 10 and Class 12 board examinations by offering them at least twice a year. This flexible examination system allows students to appear for subjects when ready, retain their best score, and significantly reduce high-stakes psychological stress associated with single annual end-of-year terminal board exams.

56. (C) National Achievement Survey (NAS)
The National Achievement Survey is a system-level assessment conducted periodically by the Ministry of Education and NCERT across government, aided, and private schools. Administered at Classes 3, 5, 8, and 10, this large-scale survey evaluates student learning achievements, providing empirical diagnostic data to analyze educational health and guide policy interventions nationwide.

57. (C) Quantitative and descriptive of performance without value judgment
Educational measurement is the formal process of assigning numerical scores or symbols to student performance or traits according to standardized rules. It is strictly quantitative and descriptive in nature, collecting objective empirical data about academic performance or physical characteristics without incorporating qualitative value judgments or diagnostic appraisals regarding the underlying worth of the observed scores.

58. (A) Evaluation = Measurement + Value Judgment
Educational evaluation is a comprehensive process that extends beyond simple numerical measurement. It combines quantitative test results or qualitative observational data with explicit educational criteria and value judgments, yielding an integrated formula where evaluation equals measurement plus value judgment to determine the total effectiveness, worth, and developmental progress of student learning achievements.

59. (D) Formative assessment
Assessment for learning is intrinsically linked with formative assessment processes. Conducted continuously during instructional delivery, it gathers real-time evidence of student understanding to adjust teaching strategies, provide immediate constructive feedback to learners, identify transient learning gaps, and actively support the ongoing acquisition of knowledge before final summative evaluations occur.

60. (B) Assessment conducted at the end of instruction to evaluate final achievement against standards
Assessment of learning represents summative evaluation conducted at the conclusion of an instructional unit, term, or academic year. Its primary purpose is to measure final student achievement, assign formal letter grades or numerical marks, certify level completion, and determine compliance with established curriculum standards, institutional benchmarks, or national academic outcomes.

61. (C) Active engagement of students in monitoring, reflecting, and self-regulating their own learning process
Assessment as learning emphasizes the active role of students as self-directed learners who monitor and regulate their cognitive growth. By engaging in continuous self-assessment, peer evaluation, and metacognitive reflection, students analyze their learning strategies, identify personal knowledge gaps, and adjust study behaviors to achieve explicit learning goals independently.

62. (D) Placement Evaluation
Placement evaluation is conducted prior to instructional delivery to assess a student's prerequisite knowledge, entry-level skills, and personal aptitude. This preliminary assessment determines initial academic readiness, enabling educators to place students in appropriate learning streams, design adapted instructional plans, or select suitable introductory courses matched to individual entry capabilities.

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63. (C) Identify specific, persistent learning difficulties and underlying causes during instruction
Diagnostic evaluation is a specialized assessment process designed to uncover persistent, recurring learning difficulties that standard formative assessments fail to resolve. It analyzes specific conceptual misconceptions, cognitive gaps, or underlying learning barriers, providing detailed empirical evidence necessary to design targeted remedial instruction and individual corrective learning strategies for struggling students.

64. (D) Comparing it with the performance of a peer norm group
In a Norm-Referenced Test, an individual examinee's raw score is interpreted relative to the score distribution of a representative peer group, known as the norm group. The evaluation yields percentile ranks or standard scores indicating whether the student performed higher, equal to, or lower than fellow examinees across the reference population.

65. (A) Both A and R are true and R is the correct explanation of A
Criterion-Referenced Tests are preferred for mastery learning and competency-based education because they evaluate student achievement against explicit, predefined domain standards or performance criteria. Rather than ranking students against peers as in Norm-Referenced Tests, Criterion-Referenced Tests measure whether a student has successfully mastered specific instructional objectives and learning outcomes.

66. (B) Reliability
Reliability in psychometrics refers to the consistency, stability, and repeatability of test scores across different testing conditions. A reliable assessment tool yields consistent and dependable measurement results when administered to the same group of individuals on multiple occasions, or when evaluated using equivalent test forms or independent scoring raters under standardized settings.

67. (C) Validity
Validity is the most fundamental technical quality of an assessment instrument, defined as the degree to which a test measures what it purports to measure. It validates the appropriateness, meaningfulness, and usefulness of specific inferences, decisions, and interpretations made from test scores regarding a student's knowledge, skills, or underlying traits.

68. (B) II and III only
Criterion-Related Validity evaluates how effectively test scores correlate with or predict performance on an external standard or criterion measure. It is divided into two primary sub-types: Concurrent Validity, where test scores and criterion measures are gathered simultaneously, and Predictive Validity, where test scores predict future performance measured at a later date.

69. (C) Alternate-Form (Parallel-Form) Method
The alternate-form or parallel-form method of estimating test reliability involves constructing two equivalent versions of a test, matching item specifications, difficulty levels, and content coverage. Administering both forms to the same student group on the same day or after a short interval yields a correlation coefficient measuring score consistency across equivalent test versions.

70. (D) Kuder-Richardson Formula 20 (KR-20)
The Kuder-Richardson Formula 20 is a psychometric statistic used to calculate the internal consistency reliability of tests containing dichotomously scored items, such as right/wrong multiple-choice questions. It evaluates item inter-correlations across the entire test paper without requiring researchers to physically split items into separate halves or administer test forms repeatedly.

MCQGPT

71. (A) Estimate the full-length test reliability from a split-half reliability coefficient
The Spearman-Brown prophecy formula is a mathematical formula used in psychometric test analysis. When split-half reliability is calculated by dividing a test into two equal halves, the resulting correlation reflects only a half-length test. The Spearman-Brown formula adjusts this value to accurately estimate the reliability coefficient of the full-length assessment paper.

72. (D) I, II, III and IV
A standard educational assessment tool must satisfy key technical and practical metric criteria. Reliability ensures score consistency; validity guarantees that the test measures the intended construct accurately; objectivity eliminates evaluator scoring bias; and usability ensures administrative feasibility, cost-effectiveness,

clarity, and practical convenience during test implementation and scoring.

73. (D) Scores assigned by independent scorers to the same test performance are virtually identical
Objectivity in testing refers to the total absence of personal scoring bias or subjective opinion from the evaluator. A test possesses high objectivity when independent scorers evaluating the same student response assign identical marks, typically achieved through structured marking keys, standardized objective item formats, and clear descriptive rubrics.

74. (C) A two-way grid showing the alignment between instructional objectives, content areas, and item weighting
A blueprint or Table of Specifications is a fundamental planning document used in test construction. Formatted as a two-way matrix, it maps instructional objectives against curriculum topics, specifying item counts, item formats, and score weightings to ensure balanced content sampling and strong content validity across the complete examination paper.

75. (C) Content Validity
Content validity requires a test paper to sample representative knowledge across the entire prescribed curriculum uniformly. When an examination draws ninety percent of its questions from a single topic while ignoring remaining syllabus units, it severely compromises content validity by failing to represent the complete domain of knowledge intended for assessment.

76. (D) P = R / N where R is the number of correct responses and N is the total number of test-takers
In classical test item analysis, the Difficulty Index of an item is calculated as the ratio of correct responses to total examinees. Expressed as a decimal or percentage, the formula P equals R divided by N, where R represents the count of correct answers and N represents the total number of examinees attempting the item.

77. (B) Very easy
The Difficulty Index ranges from 0.00 to 1.00, representing the proportion of examinees who answered an item correctly. A high Difficulty Index value of 0.95 indicates that ninety-five percent of test-takers answered the question successfully, classifying the item as very easy and offering negligible discrimination between high and low achievers.

78. (B) 0.30 to 0.70
For standard norm-referenced achievement tests, test items with extreme difficulty values are generally revised or discarded. An optimal Difficulty Index range between 0.30 and 0.70 is preferred because items within this moderate difficulty band maximize total test score variance and enhance the test's capacity to discriminate effectively across student achievement levels.

79. (C) D = (U - L) / n where n is the number of students in one group (27% of total)
The Discrimination Index of a test item measures its capacity to differentiate high achievers from low achievers. It is calculated by dividing examinees into upper and lower groups comprising the top and bottom twenty-seven percent. Subtracting lower group correct responses from upper group correct responses and dividing by single group size yields the index value.

80. (B) Reject or discard the item as higher achievers failed it more often than lower achievers
A negative Discrimination Index indicates a defective test item where low-performing students answered correctly more frequently than high-performing students. This anomaly typically stems from misleading item wording, ambiguous distractors, or incorrect answer keys, requiring test constructors to reject or discard the item immediately from the institutional question bank.

81. (A) Excellent discrimination power between high and low achievers
The Discrimination Index ranges from -1.00 to +1.00. A positive Discrimination Index value of +0.60 indicates strong item performance, demonstrating that students in the top-performing group answered the question correctly significantly more often than students in the bottom-performing group, confirming high technical quality for norm-referenced assessments.

82. (D) Attract more students from the low-performing group than from the high-performing group
In distractor analysis for multiple-choice questions, an effective distractor must appear plausible to examinees who have not mastered

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the subject matter. A well-functioning distractor attracts a higher proportion of students from the low-performing group than from the high-performing group, confirming its efficacy in differentiating levels of subject mastery.

83. (C) Continuous evaluation of both scholastic and co-scholastic aspects of student development
Continuous and Comprehensive Evaluation is a holistic school-based assessment system. The continuous aspect ensures regular evaluation with ongoing diagnostic feedback throughout the academic session, while the comprehensive aspect emphasizes evaluating both scholastic subjects and co-scholastic domains, including life skills, attitudes, values, co-curricular interests, and physical health development.

84. (C) It provides ongoing feedback during the instructional process to improve teaching and learning
Formative assessment is an integral part of the daily instructional cycle. Unlike summative testing conducted for terminal grading, formative assessment focuses on gathering continuous learning evidence during instruction, providing immediate diagnostic feedback to teachers and students to modify instructional methods, remediate learning gaps, and actively enhance ongoing learning outcomes.

85. (A) Both A and R are true and R is the correct explanation of A
Competency-based assessment evaluates a student's practical capacity to apply knowledge, skills, and values in real-world contexts, moving beyond simple factual recall. This approach relies on explicitly defined, observable, and measurable learning outcomes that clearly state the specific competencies and practical behaviors students must demonstrate to achieve subject mastery.

86. (B) Classes 3, 5 and 8
SAFAL, standing for Structured Assessment for Analyzing Learning, was introduced by CBSE in alignment with the National Education Policy 2020. It is a large-scale competency-based assessment conducted for students in Classes 3, 5, and 8 to evaluate core learning outcome progress and conceptual understanding across school systems without high-stakes pass-fail consequences.

87. (A) Mean
The arithmetic Mean is the primary measure of central tendency in educational statistics. It is calculated by summing all individual raw scores in a data distribution and dividing the total sum by the complete number of scores, incorporating the exact numerical value of every single score within the dataset.

88. (D) I, II and III
For the dataset 12, 15, 18, 18, 20, 22, 25: summing the seven values yields 130, which divided by 7 equals a Mean of 18.57. The middle score at position 4 is the Median of 18. The score occurring with highest frequency is 18, confirming that the Mode equals 18.

89. (C) Median
The Median is defined as the exact middle score in an ordered frequency distribution. Unlike the Mean, which is heavily influenced by extreme outlier scores, the Median remains unaffected by skewed distributions or extreme values, making it the most appropriate measure of central tendency for highly skewed educational data distributions.

90. (D) Mode
The Mode is the measure of central tendency defined as the specific score, value, or category that occurs with the highest frequency within a given data distribution. It identifies the most typical or popular score and is easily recognized as the peak point in a frequency distribution graph.

MCQGPT

91. (A) Mean = Median = Mode
In a perfectly symmetrical Normal Probability Curve, the distribution of scores on either side of the central axis is completely balanced. Consequently, the three primary measures of central tendency—the Mean, Median, and Mode—coincide at the exact center point of the distribution scale, establishing total numerical equality.

92. (A) I, II and III only
A Normal Probability Curve is bell-shaped, symmetrical about its central mean axis, encloses a total area equal to 1.00, and contains 68.26% of cases within one standard deviation. Statement IV is incorrect because the normal curve is asymptotic, theoretically extending to infinity without ever touching the horizontal baseline.

93. (C) 95.44%
In a standard normal distribution curve, fixed proportions of total cases fall within specified standard deviation intervals from the central mean. Exactly 68.26% of cases lie within plus or minus 1 standard deviation, while approximately 95.44% of total cases fall within plus or minus 2 standard deviations from the mean.

94. (D) Standard Deviation
Standard Deviation is the most stable and widely used measure of statistical dispersion in educational testing. It is mathematically defined as the square root of the arithmetic mean of the squared deviations taken from the mean of a score distribution, representing score spread around the central average.

95. (B) School B has greater heterogeneity in student performance than School A
Standard Deviation reflects score variability around the mean. While both schools share an identical Mean score of 65, School A has a low Standard Deviation of 4, indicating homogeneous student performance tightly clustered near the average, whereas School B has a high Standard Deviation of 14, indicating greater performance heterogeneity.

96. (A) Q = (Q3 - Q1) / 2
Quartile Deviation, also termed the semi-interquartile range, measures score dispersion around the median. It is calculated by finding the interquartile range—subtracting the first quartile score from the third quartile score—and dividing that difference by two, represented by the formula Q equals Q3 minus Q1 divided by 2.

97. (B) -1.00 to +1.00
The Pearson product-moment correlation coefficient is a standardized statistic measuring the strength and direction of a linear relationship between two continuous variables. Its numerical value ranges strictly between -1.00, representing perfect inverse correlation, and +1.00, representing perfect positive correlation, with 0.00 indicating complete absence of linear association.

98. (C) Strong positive linear relationship
A correlation coefficient of r equals +0.85 indicates a strong positive linear relationship between study hours and test performance. This high positive value signifies that increases in study duration are consistently associated with corresponding higher test marks across students within the evaluated sample distribution.

99. (D) Spearman's Rank Difference Correlation
Spearman's Rank Difference Correlation Coefficient is a non-parametric statistical technique suitable for ordinal measurement scales or ranked data. It measures monotonic relationships between two variables without requiring interval-scale properties or normal population distribution assumptions, making it ideal for evaluating competitive ranks or qualitative rating scales.

100. (C) 75% of the examinees in the norm group scored equal to or below this particular score
A percentile score indicates an individual's relative standing within a reference norm group. Obtaining a score at the 75th percentile means that seventy-five percent of examinees in the comparison group earned scores equal to or lower than that student's score, leaving twenty-five percent scoring higher.

101. (D) Interquartile Range
The Interquartile Range is a measure of statistical dispersion representing the score distance between the 75th percentile, or third quartile, and the 25th percentile, or first quartile. It encapsulates the middle fifty percent of scores in a distribution, offering a measure unaffected by extreme outlier scores.

102. (B) z = (X - M) / SD, where X is raw score, M is mean, and SD is standard deviation
A standard z-score expresses how many standard deviation units an individual raw score lies above or below the distribution mean. It is calculated using the formula z equals X minus M divided by SD, where X represents the raw score, M represents the mean, and SD represents the standard deviation.

103. (D) Mean = 50, Standard Deviation = 10
A T-score is a standardized score scale derived directly from raw z-scores to eliminate negative numbers and decimal values. The T-score transformation assigns an arbitrary fixed Mean of 50 and a fixed Standard Deviation of 10, using the mathematical conversion formula T equals 50 plus 10 multiplied by z.

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104. (B) Mode, Median, Mean
In a positively skewed distribution, a concentration of low scores creates a long tail stretching towards high scores on the right. This skewness pulls the mean furthest toward the right tail, resulting in a positional order along the horizontal axis from left to right of Mode, followed by Median, and then Mean.

105. (A) Both A and R are true and R is the correct explanation of A
Direct grading systems substitute letter grades for raw numerical marks, mitigating unhealthy academic competition and examination anxiety among students. Grading achieves this by grouping performance into broader descriptive bands, effectively eliminating insignificant raw mark variations and preventing arbitrary differentiation between students whose actual academic achievement is virtually identical.

106. (C) Pre-established cut-off marks or percentage ranges predetermined by the exam authority
In absolute grading, letter grades are assigned strictly based on predetermined numerical cut-off thresholds or percentage ranges set by examination authorities before evaluation. Each student's grade depends solely on their individual score relative to fixed standard criteria, independent of peer performance or overall class score distribution shapes.

107. (D) Rank order and distribution of student scores relative to group mean and standard deviation
Relative grading, commonly termed grading on the curve, assigns letter grades based on a student's relative rank within a peer group. Grade boundaries are determined dynamically using group performance metrics, allocating specific grade proportions based on score deviations from the overall class mean and standard deviation.

108. (A) I and II only
Anecdotal Records record qualitative observations of significant student classroom behaviors, while Rubrics outline explicit performance level criteria. Statement III is incorrect because Cumulative Record Cards maintain comprehensive long-term data covering academic progress, physical health, attendance, co-curricular interests, and personality traits, rather than restricting records strictly to medical checkups.

109. (A) A purposeful, organized collection of student work demonstrating growth, effort, and achievement over time
A portfolio in educational assessment is a structured, longitudinal collection of student work samples curated by the learner and teacher over an instructional period. It includes self-reflections, project artifacts, drafts, and assignments that demonstrate academic growth, critical effort, skill acquisition, and holistic learning accomplishments across time.

110. (C) Sociometric Technique
The sociometric technique, pioneered by J. L. Moreno, evaluates social dynamics within classroom groups. It involves asking students to choose or rate peers based on specific social or learning criteria, producing data mapped onto sociograms to identify social standing, popular peer leaders, isolated students, and peer communication networks.

111. (B) Creating
In the revised Bloom's Taxonomy formulated by Lorin Anderson and David Krathwohl in 2001, the cognitive domain levels were converted into verb forms. The hierarchy ascends from Remembering to Understanding, Applying, Analyzing, Evaluating, and culminates at the highest cognitive level, Creating, which involves synthesizing elements into functional wholes.

112. (A) I → II → III → IV
The cognitive domain in Bloom's Revised Taxonomy follows a progressive hierarchy of complexity. The sequence begins at foundational cognitive skills and ascends systematically: Remembering forms the lowest level, followed by Understanding, Applying, and Analyzing, leading further up to Evaluating and Creating at the highest cognitive levels.

113. (D) Analyzing
An assessment task requiring students to compare and contrast two educational policies targets the Analyzing level of Bloom's Revised Taxonomy. Analyzing involves breaking complex information into constituent parts, examining relationships, identifying underlying structural organizational patterns, and differentiating key components across dynamic theoretical frameworks.

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114. (D) Attitudes, values, feelings, and emotional growth
The Affective Domain, developed by David Krathwohl, Benjamin Bloom, and Bertram Masia, addresses emotional learning dimensions. It categorizes objectives related to feelings, values, appreciation, enthusiasm, motivations, and attitudes, structuring learning growth across five progressive levels: Receiving, Responding, Valuing, Organizing, and Characterizing by a value system.

115. (A) Psychomotor Domain
Assessing a student's physical dexterity in handling laboratory apparatus, manipulating instruments, and executing laboratory procedures safely targets the Psychomotor Domain. This domain encompasses physical movement, motor skill coordination, spatial awareness, bodily dexterity, and practical manipulation skills required to perform technical tasks proficiently.

116. (B) Naturalization
R. H. Dave's taxonomy of the Psychomotor Domain classifies physical skill development across five levels: Imitation, Manipulation, Precision, Articulation, and Naturalization. Naturalization represents the highest level, where physical performance becomes fully internalized, automatic, highly refined, effortless, and executed with high technical mastery and consistency.

117. (C) CV = (SD / Mean) × 100
The Coefficient of Variation is a standardized measure of relative dispersion expressed as a percentage. It allows comparison of score variability across distributions with different units or means, calculated using the mathematical formula CV equals Standard Deviation divided by Mean, multiplied by 100.

118. (D) Negatively skewed
A score distribution is negatively skewed when its longer tail extends towards the lower end of the score scale on the left. This pattern occurs when a high proportion of students achieve high scores on an easy assessment, while a small minority earns low marks, pulling the mean downward below the median.

119. (A) Mean < Median < Mode
In a negatively skewed distribution, extreme low scores pull the arithmetic mean toward the lower end of the scale. As a result, the mean value becomes smaller than the median value, which in turn is smaller than the modal score, establishing the mathematical relationship Mean less than Median less than Mode.

120. (C) Peakedness or flatness of the curve relative to a normal distribution
Kurtosis is a statistical metric describing the vertical shape and concentration of scores in a frequency distribution curve. It measures the relative peakedness or flatness of a distribution curve compared to a theoretical standard normal distribution, classifying curves as leptokurtic, mesokurtic, or platykurtic.

MCQGPT

121. (D) Leptokurtic
A frequency distribution curve that exhibits a higher, sharper peak and heavier tails than a standard normal probability curve is classified as leptokurtic. This shape indicates a high concentration of student scores closely clustered around the central mean, accompanied by low overall score variability.

122. (C) Platykurtic
A frequency distribution curve characterized by a relatively flat, broad top and shallow tails compared to a standard normal curve is termed platykurtic. This structural shape indicates that student scores are widely dispersed across the performance scale, reflecting high overall performance heterogeneity within the examinee group.

123. (A) 0.263
In educational statistics using percentile calculations, kurtosis is measured using quartile and percentile formula Ku equals Q divided by P90 minus P10. For a perfectly standard normal probability distribution curve, this calculated kurtosis value equals exactly 0.263, serving as the benchmark for mesokurtic distributions.

124. (A) Multiple-Choice Questions (MCQs)
Multiple-Choice Questions provide the highest scorer reliability and objectivity among standardized assessment formats. Because each item features a single predetermined key response scored uniformly across evaluators, MCQ testing completely eliminates subjective teacher bias, grading fluctuations, and evaluator variability from the scoring process.

125. (A) Both A and R are true and R is the correct explanation of A
High reliability is a necessary prerequisite for test validity, but reliability alone does not guarantee validity. An assessment tool may consistently produce identical scores across repeated test administrations, yet remain entirely invalid if it systematically measures an unintended construct rather than the target domain of learning.

126. (D) Factor analysis and correlation with established instruments measuring the same theoretical trait
Construct validity evaluates how effectively a test measures an unobservable theoretical construct or psychometric trait. Establishing construct validity requires advanced empirical procedures, including factor analysis to confirm internal factor structures, convergent validation correlating scores with established measures of identical traits, and discriminant validation against unrelated constructs.

127. (B) The superficial judgment that a test appears to measure what it is intended to measure
Face validity refers to the superficial appearance of an assessment instrument to test-takers and non-expert observers. It is not a statistical form of validity, but represents a subjective judgment regarding whether the test questions seem relevant, appropriate, and clear on the surface for the intended measurement purpose.

128. (B) I, II and III only
Test reliability increases with longer test length by adding quality items, higher item homogeneity measuring a unified trait, and wider student group variance. Statement IV is excluded because subjective scoring bias introduces measurement error, directly reducing reliability rather than enhancing score consistency across test evaluations.

129. (C) Increases reliability coefficient
Increasing the number of quality, homogeneous items on a test increases its overall reliability coefficient. Adding consistent test items expands content sampling and reduces random error influence, a psychometric principle quantified by the Spearman-Brown prophecy formula used to estimate reliability changes following test length expansion.

130. (A) SEM = SD × sqrt(1 - r)
The Standard Error of Measurement estimates raw score fluctuation around an examinee's true score due to measurement error. It is calculated using the test Standard Deviation and Reliability Coefficient through the formula SEM equals SD multiplied by the square root of 1 minus r.

131. (B) 2.0
The Standard Error of Measurement is calculated using the formula SEM equals SD multiplied by the square root of 1 minus r. Substituting standard deviation of 5 and reliability of 0.84 yields SEM equals 5 multiplied by the square root of 0.16, simplifying to 5 times 0.4, which equals 2.0.

132. (B) I, III and IV only
NEP 2020 mandates universal ECCE for ages 3-6 by 2030, coordinated jointly by MoE, MoWCD, MoHFW, and MoTA while strengthening Anganwadis. Statement II is incorrect because NCERT develops the National Curricular and Pedagogical Framework for Early Childhood Care and Education in two parts covering ages 0-3 and 3-8.

133. (C) An independent body setting standards for school accreditation and self-disclosure
The National Education Policy 2020 recommends establishing an independent State School Standards Authority in every state. The Authority serves as an autonomous regulatory body responsible for setting minimal professional, structural, and operational standards, overseeing school accreditation, and managing public disclosures across both public and private schools.

134. (D) Entry 25 of List III
Entry 25 of List III in the Seventh Schedule of the Constitution of India places Education on the Concurrent List. Inserted via the Forty-second Constitutional Amendment Act of 1976, this entry empowers both Union Parliament and state legislatures to enact statutory legislation governing education, technical training, and universities nationwide.

135. (A) School Management Committee (SMC)
Section 22 of the Right to Education Act 2009 explicitly mandates the School Management Committee in government elementary schools to prepare the annual School Development

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Plan. This plan forms the statutory basis for institutional planning, infrastructural requirements, teacher allocation demands, and government grant distribution under central and state elementary education budgets.

136. (A) Within a walking distance of 1 km
Under statutory rules framed pursuant to the Right to Education Act 2009, state governments are legally obligated to establish primary schools covering Classes 1 to 5 within a maximum walking distance of 1 kilometer from the habitations of children, ensuring physical accessibility to elementary education nationwide.

137. (B) Within 3 km
Under the statutory rules established pursuant to the Right to Education Act 2009, local educational authorities must ensure that upper primary schools covering Classes 6 to 8 are established within a maximum walking distance of 3 kilometers from student habitations, facilitating continuous elementary school retention across rural communities.

138. (C) Collection of capitation fee and subjecting the child or parent to any screening procedure
Section 13 of the Right to Education Act 2009 explicitly prohibits schools or individuals from collecting any capitation fee or subjecting children or their parents to screening procedures during admission, ensuring fair, non-discriminatory access to elementary education across all public and private schools.

139. (D) Fine which may extend to ten times the capitation fee charged
Section 13(2)(a) of the Right to Education Act 2009 lays down strict financial penalties for statutory non-compliance. If any school or person demands or receives a capitation fee during student admission, they are punishable with a fine which may extend to ten times the capitation fee charged.

140. (A) Section 16
Section 16 of the Right to Education Act 2009 originally prohibited holding back or expelling any child from school prior to completing elementary education. Although amended in 2019 to permit state-level detention frameworks at Classes 5 and 8 following re-examinations, Section 16 remains the governing statutory provision regarding student detention.

141. (B) National Commission for Protection of Child Rights (NCPCR)
Section 31 of the Right to Education Act 2009 designates the National Commission for Protection of Child Rights, along with State Commissions, as statutory bodies responsible for monitoring child educational rights. These commissions inspect safeguards, examine complaints, and recommend administrative actions to protect fundamental rights guaranteed under the Act.

142. (B) 5 Teachers + 1 Head Teacher
According to the Schedule to the RTE Act 2009, primary schools with enrollment between 121 and 200 children require five full-time teachers. When student enrollment exceeds 150 children, the statutory norms mandate appointing five primary teachers alongside a dedicated, full-time Head Teacher to handle administrative and instructional duties.

MCQGPT

143. (B) 150 children
The Schedule to the Right to Education Act 2009 outlines statutory staffing norms for primary schools covering Classes 1 to 5. It explicitly mandates that as soon as total student enrollment in a primary school exceeds 150 children, a full-time Head Teacher must be sanctioned and appointed.

144. (D) Making the child free of fear, trauma, and anxiety, and helping the child to express views freely
Section 29 of the Right to Education Act 2009 defines core principles for elementary curriculum development. It mandates creating child-centered learning systems that make children free of fear, trauma, and anxiety, promoting learning through activities, discovery, and mother tongue instruction to facilitate free expression and holistic development.

145. (A) Both A and R are true and R is the correct explanation of A
NPE 1986 established Navodaya Vidyalayas as pace-setting residential institutions designed to foster academic excellence alongside social equity. Located predominantly in rural areas, these schools offer free quality education to talented children and implement the Three-Language Formula with interstate student migration, actively promoting national integration and cultural exchange across regions.

146. (B) Radhakrishnan Commission
The University Education Commission was constituted in November 1948 under the chairmanship of Dr. Sarvepalli Radhakrishnan. It was the first post-independence education commission appointed to survey Indian university education, recommend structural improvements, expand higher research facilities, and establish statutory administrative frameworks for university governance across the country.

147. (C) Post-War Educational Development in India Report
The Sergeant Report submitted in 1944 was officially titled the Report of the Central Advisory Board of Education on Post-War Educational Development in India. Named after Sir John Sergeant, the landmark report outlined a comprehensive 40-year plan for universal free primary education, secondary school restructuring, and technical vocational development.

148. (D) I, II and III
The National Policy on Education 1986 introduced major reforms across school and higher education sectors. It instituted Operation Blackboard to equip primary schools, formulated a National System of Education based on the 10+2+3 structure, and promoted open distance learning through expanding institutions like Indira Gandhi National Open University.

149. (A) Sam Pitroda
The National Knowledge Commission was constituted in June 2005 as a high-level advisory body to the Prime Minister of India, chaired by Sam Pitroda. The commission was mandated to formulate reforms in knowledge-intensive sectors, offering recommendations on higher education expansion, research infrastructure, intellectual property, and digital educational governance.

150. (A) Dr. K. Kasturirangan Committee (NEP 2020)
The Committee for Draft NEP 2020 chaired by Dr. K. Kasturirangan recommended creating the Higher Education Commission of India as an umbrella regulatory body. HECI was envisioned to replace existing bodies like UGC and AICTE, restructuring higher education regulation under four distinct verticals for regulation, accreditation, funding, and standard setting.

151. (A) Assessment is formative and process-oriented; Evaluation is summative and judgment-oriented
Assessment and evaluation represent distinct stages in educational appraisal. Assessment is an ongoing, formative, process-oriented mechanism designed to gather evidence of student learning and improve instruction, whereas evaluation is a terminal, summative, product-oriented process that assigns value judgments, marks, or certification levels to final academic performance.

152. (A) I and II only
Formative evaluation occurs continuously during instruction to monitor learning progress and guide instruction, while summative evaluation takes place at the end of an instructional unit to certify final achievement. Statements III and IV are incorrect because formative evaluation relies primarily on criterion-referenced feedback rather than norm-referenced grading scales.

153. (B) Focuses specifically on uncovering persistent, deep-seated learning difficulties and root causes
Diagnostic evaluation differs from general formative assessment by systematically analyzing chronic, recurring learning difficulties that persist despite standard classroom instruction. It uses specialized testing tools to pinpoint root cognitive errors, underlying learning deficits, and conceptual misconceptions, guiding the design of specialized remedial teaching programs for individual students.

154. (B) Authentic Assessment
Authentic assessment evaluates student learning by requiring examinees to perform complex, practical tasks that mirror real-world applications of knowledge and skills. Rather than completing abstract paper-pencil tests, students construct projects, demonstrate laboratory experiments, or resolve contextual problems, showing direct mastery of learning objectives through meaningful performance.

155. (A) Authentic / Performance-Based Assessment
Designing a functional rainwater harvesting model and defending its scientific principles using a descriptive scoring rubric exemplifies authentic or performance-based assessment. This evaluation approach measures higher-order cognitive skills, practical application, synthesis, and communication capabilities by engaging students in realistic tasks rather than standardized written examinations.

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156. (B) An unobservable theoretical trait or characteristic inferred through observed behaviors
In psychometrics and educational testing, a construct is an abstract, unobservable theoretical attribute, trait, or psychological characteristic—such as intelligence, anxiety, motivation, or reading comprehension—that cannot be directly measured but is inferred empirically through consistent patterns of observable student behaviors, test responses, and performance indicators.

157. (B) Aptitude Test
An aptitude test is a psychometric instrument designed to measure an individual's innate potential, capacity, or readiness to acquire new skills or knowledge in a specific domain following future training. Unlike achievement tests that measure past learning, aptitude tests forecast prospective success in academic or vocational domains.

158. (B) Knowledge and skills acquired as a result of specific instruction or learning experiences
Achievement tests differ from aptitude tests by measuring knowledge, skills, and conceptual understanding acquired through formal classroom instruction or specific learning experiences. While aptitude tests assess prospective learning capacity, achievement tests evaluate past academic accomplishment and subject content mastery over a defined instructional period.

159. (B) Predict future performance or success in a given field
The prognostic value of an assessment tool refers to its predictive utility in forecasting an individual's future academic performance, learning success, or professional suitability in a given domain. Tests with high prognostic validity provide dependable predictive data that assist educators in career guidance, streaming, and course admissions.

160. (D) Ratio Scale
A Ratio Scale represents the highest level of measurement precision in quantitative evaluation. Possessing all properties of nominal, ordinal, and interval scales, it is uniquely characterized by an absolute, non-arbitrary zero point, allowing meaningful mathematical ratios and arithmetic operations across measured variables such as height, weight, and response time.

161. (C) Interval Scale
Temperature measured on Celsius or Fahrenheit scales represents an Interval Scale. It features ordered categories separated by equal numerical intervals, but lacks an absolute zero point because zero degrees does not signify complete absence of heat energy, preventing mathematical statements regarding direct proportional ratios between temperature values.

162. (A) Nominal Scale
Classifying data into distinct, non-overlapping qualitative categories such as gender or geographical location utilizes a Nominal Scale. The lowest measurement level, a nominal scale assigns numbers or labels purely for identification and categorization, without implying numerical order, magnitude, equality of intervals, or absolute zero characteristics.

163. (B) Ordinal Scale
Assigning student merit rankings such as first, second, or third place represents an Ordinal Scale. Ordinal measurement establishes a relative directional order or performance ranking among examinees, but does not measure or assume equal numerical distances between adjacent rank positions across the evaluated group.

164. (B) The intervals between adjacent rank values are not necessarily equal
The primary limitation of an Ordinal Scale is that numerical distances between adjacent rank positions do not represent equal quantities of the measured trait. The score difference between first and second place may differ significantly from the difference between second and third place, restricting advanced parametric statistical calculations.

MCQGPT

165. (C) A is true but R is false
Standardized achievement tests are constructed by experts and standardized on large representative samples to establish norms and uniform procedures. Statement R is false because teacher-made classroom tests possess high instructional validity for ongoing classroom evaluation, providing valuable diagnostic feedback tailored directly to local curriculum objectives.

166. (B) To carry out item analysis for empirical determination of item difficulty and discrimination power
The primary purpose of conducting a try-out or pre-testing phase during test construction is to perform empirical item analysis. Administering draft test items to a representative student sample generates response data used to calculate item difficulty indices, evaluate discrimination power, and refine or eliminate defective options before finalization.

167. (B) 0.60
The Discrimination Index is calculated using formula D equals upper group correct minus lower group correct divided by size of one group. Substituting values yields D equals 40 minus 10 divided by 50, which equals 30 divided by 50, resulting in a high Discrimination Index of 0.60.

168. (A) I and II only
For total examinee count of 100 with 35 correct in the top group and 15 in the bottom group, Difficulty Index P equals 50 divided by 100, which equals 0.50. Discrimination Index D equals 35 minus 15 divided by 50, yielding +0.40. Statement III is false because a positive discrimination value indicates an effective item that should be retained.

169. (B) Enhances discrimination power between high and low achievers
Constructing plausible and effective distractors enhances the discrimination power of multiple-choice items. Plausible distractors attract lower-performing students who rely on guessing or possess partial misconceptions, while high-performing students with firm conceptual understanding select the correct option, increasing overall test validity and item discrimination efficacy.

170. (A) S = R - W / (k - 1)
The standard formula to adjust multiple-choice test raw scores for random guessing is S equals R minus W divided by k minus 1. In this formula, S represents the corrected score, R is the number of correct responses, W is the number of incorrect responses, and k denotes the total option choices per item.

171. (A) 50
Applying the correction for guessing formula S equals R minus W divided by k minus 1, with 60 correct answers, 30 wrong answers, and 4 options per item: S equals 60 minus 30 divided by 3, which equals 60 minus 10, resulting in a corrected score of 50.

172. (D) I, II, III and IV
Test norms provide comparative reference frameworks for score interpretation. Age norms denote average scores for specific chronological ages, grade norms represent average performance by academic grade levels, percentile norms indicate relative group standing, and collectively they convert uninterpreted raw scores into meaningful, standardized comparative scales.

173. (B) Grade equivalents reflect performance relative to grade placement levels; percentile ranks indicate percentage of group scored below
Grade equivalents and percentile ranks serve distinct comparative functions in test interpretation. Grade equivalents express student performance in terms of the average score earned by students at a specific grade placement level, whereas percentile ranks indicate the percentage of test-takers in a reference norm group who scored at or below a given score.

174. (B) Rating Scale
A Rating Scale is an evaluation instrument featuring a quantitative or qualitative continuum used to judge the degree, frequency, or quality of a student's performance, behavior, or skill. Evaluators record judgments across structured points, providing nuanced appraisals beyond dichotomous yes/no observations.

175. (A) Halo Effect
The Halo Effect is an evaluator scoring bias where an overall general impression or irrelevant trait heavily influences the evaluation of specific performance areas. In essay grading, an examiner demonstrating halo bias allows factors like neat handwriting or polished presentation to artificially inflate content accuracy marks.

176. (B) Central Tendency Error
Central Tendency Error is a rating bias where an evaluator consistently rates all students toward the middle of a scale, avoiding extreme high or low scores. This error compresses performance ratings, obscuring genuine individual differences and underrepresenting both exceptional student achievements and significant learning deficits.

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177. (A) Contrast Error
Contrast Error occurs when an evaluator's judgment of a student's performance is unconsciously influenced by the standard of performance demonstrated by the student evaluated immediately prior. An average performance scored directly after an exceptionally weak answer sheet may be rated disproportionately high due to comparative context.

178. (A) Use a comprehensive scoring rubric and grade question-by-question anonymously across all papers
To minimize subjective scoring bias in essay evaluation, examiners should use detailed scoring rubrics with clear grading criteria. Additionally, evaluators should grade answer sheets question-by-question across all students anonymously, ensuring uniform application of criteria and preventing individual student identities or sequential grading order from affecting awarded marks.

179. (B) Using multiple data sources, methods, or evaluators to cross-verify assessment findings
Triangulation in educational research and assessment involves using multiple data sources, evaluation methods, or independent observers to cross-verify findings. Combining quantitative test results, qualitative classroom observations, and student work portfolios minimizes method bias, enhances data reliability, and ensures comprehensive evaluation of student growth and learning outcomes.

180. (A) Knowledge / Recall
An assessment task asking students to list specific facts or features targets the Knowledge or Remembering level of Bloom's Taxonomy. This cognitive level focuses on simple retrieval, recognition, and recall of terminology, foundational definitions, specific policy details, or memorized facts from long-term memory without requiring complex conceptual manipulation.

181. (A) Mean = Sum(X) / N
The arithmetic Mean for ungrouped raw data is calculated by dividing the sum of all individual scores by the total sample size. Expressed mathematically as Mean equals Sum of X divided by N, this fundamental formula incorporates every individual raw score into determining the exact balance point of a distribution.

MCQGPT

182. (A) Median = L + ((N / 2 - F) / f) × i
The Median for grouped frequency data is calculated using formula Median equals L plus N divided by 2 minus F, divided by f, multiplied by i. In this equation, L represents the lower limit of the median class, N is total frequency, F is cumulative frequency below the median class, f is median class frequency, and i is class interval width.

183. (A) Mode = 3 × Median - 2 × Mean
In a moderately asymmetric or skewed frequency distribution, an empirical relationship connects the three measures of central tendency. Karl Pearson formulated this mathematical relationship, establishing that the Mode approximately equals three times the Median minus two times the Mean.

184. (A) 35
Applying the empirical formula Mode equals 3 times Median minus 2 times Mean for a score distribution with Mean of 50 and Median of 45: Mode equals 3 multiplied by 45 minus 2 multiplied by 50, which simplifies to 135 minus 100, resulting in an estimated Mode of 35.

185. (A) Both A and R are true and R is the correct explanation of A
Range is considered an unstable measure of statistical dispersion in educational measurement. Calculated by subtracting the lowest score from the highest score in a distribution, Range depends entirely on the two extreme values, making it highly sensitive to atypical outlier scores and unrepresentative of general score variability.

186. (B) The square of the Standard Deviation
In educational statistics, Variance is a fundamental measure of dispersion defined mathematically as the average of the squared deviations taken from the distribution mean. It represents the square of the Standard Deviation, quantifying the total dispersion of individual scores around the central arithmetic mean.

187. (A) 5
Variance represents the square of the Standard Deviation. Therefore, to determine the Standard Deviation from a known Variance value, calculate the square root of the Variance. Taking the square root of 25 yields a Standard Deviation of 5 for the given score distribution.

188. (A) I, II and IV only
Standard Deviation incorporates every score, remains non-negative, and offers high statistical stability. Statement III is incorrect because adding a constant to every score shifts the mean by that constant but leaves the distances between individual scores unchanged, maintaining an identical, unaltered Standard Deviation.

189. (B) Standard deviation is multiplied by k
Multiplying every raw score in a distribution by a constant factor k scales the overall spread of scores proportionately. Consequently, the new Standard Deviation equals the original Standard Deviation multiplied by the constant k, reflecting the increased numerical dispersion across the transformed score scale.

190. (B) Mean increases by 10, but Standard Deviation remains unchanged
Adding a constant value of 10 to every student's raw score shifts the entire score distribution upward along the measurement scale, increasing the arithmetic Mean by exactly 10. However, because relative distances between individual scores remain unchanged, overall score dispersion and Standard Deviation stay completely unaltered.

191. (B) 68.26%
In a normal distribution, scores distributed within one standard deviation of the mean encompass a fixed area under the bell curve. With Mean of 100 and Standard Deviation of 15, the interval between 85 and 115 represents Mean minus 1 SD to Mean plus 1 SD, containing exactly 68.26% of examinees.

192. (D) Student D
A z-score expresses how many standard deviation units a raw score lies from the distribution mean. A z-score of 0.0 indicates that the student's raw score equals the mean exactly. Therefore, Student D, with z equals 0.0, scored precisely at the mean of the group.

193. (B) 65
T-scores are derived from standard z-scores using the linear conversion formula T equals 50 plus 10 multiplied by z. Substituting a z-score value of +1.5 into the equation yields T equals 50 plus 10 times 1.5, which simplifies to 50 plus 15, resulting in a T-score of 65.

194. (B) 9 bands
The Stanine, short for Standard Nine, is a standardized score system that divides a normal distribution of test scores into nine distinct sequential bands numbered 1 through 9. Each stanine band represents a specific percentage width under the normal curve, centered around a mean of 5.

195. (B) Average performance (middle 20% of the norm population)
The Stanine scale ranges from 1 to 9, with a mean of 5 and standard deviation of 2. A Stanine score of 5 represents average performance, encompassing the central twenty percent of test-takers in a normally distributed reference population, indicating solid grade-level reading proficiency.

196. (A) Mean = 5, Standard Deviation = 2
The Stanine standard score scale transforms raw test scores into a simplified 9-point single-digit distribution. Psychometrically designed to approximate a normal distribution, the Stanine scale possesses a fixed arithmetic Mean of 5 and a fixed Standard Deviation of 2 across standardized test score interpretations.

197. (A) SEm = s / sqrt(N)
The Standard Error of the Mean estimates the variability of sample means drawn from a population. It is calculated by dividing the sample standard deviation s by the square root of the sample size N, represented mathematically by the formula SEm equals s divided by the square root of N.

198. (B) Decreases
According to statistical sampling theory, increasing the sample size N increases the accuracy of the sample mean as an estimate of the true population parameter. Consequently, as sample size expands, the denominator in the formula increases, causing the Standard Error of the Mean to decrease proportionately.

199. (B) -0.88
The strength of a linear relationship between two variables is determined by the absolute numerical magnitude of the correlation coefficient, independent of its positive or negative algebraic sign. Comparing absolute values reveals that |-0.88| equals 0.88, which is larger than |+0.75|,

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indicating that -0.88 represents the strongest linear association.

200. (A) 36%
The Coefficient of Determination measures the proportion of total variance in one variable explained by another, calculated by squaring the correlation coefficient r. Squaring r equals 0.60 yields 0.36, indicating that thirty-six percent of the variance in test Y is explained by test X.

201. (A) Correlation = 1 - (6 × Sum(D squared)) / (N × (N squared - 1))
Spearman's Rank Difference Correlation Coefficient is calculated using the formula rho equals 1 minus 6 multiplied by the sum of D squared, divided by N times N squared minus 1. In this equation, D represents rank differences between paired observations and N denotes total paired examinees.

202. (B) Assign the average (mean) of the rank positions they occupy
When calculated ranks result in tied raw scores, Spearman's rank correlation method requires assigning tied observations the arithmetic mean of the rank positions they would have occupied. For example, two examinees tying for second and third positions are both assigned a mid-rank value of 2.5.

203. (B) Strong positive correlation
A scatter diagram displaying data points tightly clustered around a straight line sloping upward from bottom-left to top-right indicates a strong positive linear correlation. This pattern shows that higher scores on one assessment variable are consistently paired with higher scores on the second variable.

204. (B) A random, circular, or irregular cloud of dots with no directional slope
When two assessment variables are uncorrelated, with r equal to 0.00, plotting their paired scores on a scatter diagram produces a random, circular, or irregular cloud of dots exhibiting no linear trend, upward inclination, downward slope, or systematic directional clustering pattern.

205. (A) Both A and R are true and R is the correct explanation of A
A strong statistical correlation between two assessment variables does not establish a direct cause-and-effect relationship. High correlation between variables can stem from joint association with an unmeasured confounding variable or coincidental covariance, proving that correlation indicates association rather than direct causation.

206. (B) Determining whether a student has mastered specific foundational learning outcomes in Class 3 reading
Norm-referenced interpretation compares individual performance against peer group benchmarks, making it suitable for competitive selection rather than evaluating criterion mastery. Determining whether a child has achieved foundational Class 3 reading outcomes requires criterion-referenced assessment, evaluating performance against explicit learning standards rather than peer standings.

207. (B) Affective Domain
Demonstrating empathy, social sensitivity, and active respect for cultural diversity during collaborative classroom tasks reflects learning growth in the Affective Domain. This domain encompasses personal values, emotional development, interpersonal attitudes, appreciation, and the internalization of prosocial behavior patterns within educational settings.

208. (A) I and II only
Continuous and Comprehensive Evaluation emphasizes continuous diagnostic assessment and holistic coverage of scholastic and co-scholastic domains. Statement III is incorrect because co-scholastic attributes like life skills, values, and attitudes are evaluated using descriptive observations, checklists, and rubrics rather than formal 100-mark written examinations.

209. (B) Foundational, Preparatory, Middle, Secondary
The National Curriculum Framework for School Education 2023 structures school education into four distinct developmental stages corresponding to the NEP 2020 5+3+3+4 framework: the Foundational Stage for ages 3-8, Preparatory Stage for ages 8-11, Middle Stage for ages 11-14, and Secondary Stage for ages 14-18.

210. (B) Building foundational literacy and numeracy along with play, discovery, and introduction to textbooks and formal classroom learning
The Preparatory Stage under NCF-SE 2023 covers Classes 3 to 5. It focuses on consolidating foundational literacy and numeracy skills while gradually introducing students to

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formal classroom environments, interactive textbooks, activity-based discovery learning, and foundational concepts across language, mathematics, and environmental studies.

211. (B) 3 years (Classes 6-8)
Under the 5+3+3+4 school structure articulated in the National Education Policy 2020, the Middle Stage spans a three-year duration covering Classes 6, 7, and 8 for children aged eleven to fourteen, introducing subject-oriented pedagogical approaches and practical vocational exposure.

212. (B) I, II and III only
The Secondary Stage spans 4 years across Classes 9 to 12, emphasizing multidisciplinary study, flexible subject choices, and deeper critical thinking. Statement IV is incorrect because NEP 2020 explicitly removes rigid stream separations between Science, Commerce, and Arts, allowing students to select subject combinations across disciplines.

213. (A) Samagra Shiksha
The NIPUN Bharat Mission was launched in July 2021 by the Department of School Education and Literacy as an integral component of the centrally sponsored flagship scheme Samagra Shiksha. It provides operational funding, curricular frameworks, and teacher training resources to achieve universal foundational literacy and numeracy across all states.

214. (B) Building foundational literacy, language development, and communication skills
Developmental Goal 2 of the NIPUN Bharat framework focuses on nurturing children to become effective communicators. This goal emphasizes foundational literacy, emergent reading comprehension, expressive oral vocabulary, listening skills, writing abilities, and effective communication skills in the child's mother tongue or regional language during early primary education.

215. (B) Foundational Literacy and Numeracy (FLN)
Establishing daily guided reading sessions and storybook library corners in primary classrooms directly supports Foundational Literacy and Numeracy goals under NEP 2020. These strategies cultivate early reading habits, expand vocabulary, and build reading comprehension skills, ensuring children acquire independent reading proficiency by Class 3.

216. (B) NCERT
The National Council of Educational Research and Training acts as the apex national body responsible for designing national curriculum frameworks. NCERT develops model syllabi, publishes energized textbooks, creates digital learning resources, and formulates pedagogical guidelines aligned with NCF-SE 2023 for school education across India.

217. (B) To provide academic resource support, continuous professional development, and mentoring for teachers at local school cluster levels
Cluster Resource Centres and Block Resource Centres act as decentralized academic support hubs within the school administration framework. They provide localized pedagogical guidance, conduct continuous teacher training workshops, facilitate resource sharing among neighboring schools, and offer onsite mentoring to enhance classroom teaching quality.

218. (B) Integrated Teacher Training Program for Improving Quality of School Education through Capacity Building
NISHTHA was launched by the Ministry of Education as a national flagship capacity-building initiative. Designed to improve school education quality, it provides integrated training to primary and secondary teachers, school heads, SMC members, and educational administrators, building professional competencies in learner-centered pedagogy, inclusion, and assessment.

MCQGPT

219. (A) National Initiative for School Heads' and Teachers' Holistic Advancement
NISHTHA is an acronym standing for National Initiative for School Heads' and Teachers' Holistic Advancement. Executed through NCERT using online platforms like DIKSHA alongside offline face-to-face modules, NISHTHA delivers continuous professional development to improve instructional leadership, classroom pedagogies, and learning outcomes across Indian schools.

220. (A) National Institute of Educational Planning and Administration (NIEPA)
The National Institute of Educational Planning and Administration acts as the apex national body for coordinating educational management

and leadership training. NIEPA designs and executes specialized School Leadership Development Programs, training headmasters and principals in institutional planning, financial management, academic supervision, and school transformation strategies.

221. (C) 50 hours
The National Education Policy 2020 mandates that every school teacher and head teacher must participate in at least fifty hours of Continuous Professional Development modules annually. These professional development hours cover contemporary pedagogies, foundational literacy methodologies, competency-based assessment designs, inclusive education practices, and digital educational technologies.

222. (B) Share resources (such as sports facilities, science labs, art teachers, and counselors) across a cluster of public schools in a geographical area
The School Complexes framework recommended in NEP 2020 groups secondary schools with surrounding primary and middle schools within a geographical radius. This administrative pooling enables resource sharing, including science laboratories, sports facilities, ICT equipment, specialized arts and physical education teachers, and counselors, improving operational efficiency.

223. (B) Professional supervision, academic support, and institutional leadership guidance
Modern educational management policy shifts administrative oversight from punitive, inspection-focused policing to constructive professional supervision. This approach prioritizes academic support, collaborative mentoring, institutional guidance, continuous professional development, and collaborative problem-solving, empowering educators and improving overall school operational quality.

224. (C) Transformational / Democratic Leadership
Transformational or Democratic leadership in educational administration involves collaborative decision-making, shared responsibilities, and supportive professional relationships between school leaders and teaching staff. This supervisory style builds collective vision, empowers teachers, encourages pedagogical innovation, and fosters positive organizational culture conducive to school improvement.

225. (A) Both A and R are true and R is the correct explanation of A
Administering diagnostic tests must be followed by targeted remedial teaching to correct identified learning gaps. Diagnostic assessments identify specific conceptual misconceptions and learning difficulties, enabling teachers to deliver focused remedial instruction that resolves learning deficits before they accumulate into chronic academic failure.

226. (B) The proportion or percentage of examinees who answered the item correctly
Item Difficulty, represented as P in item analysis, measures the proportion or percentage of examinees who answered a test item correctly. Calculated by dividing correct response counts by total examinees, high P values indicate easy questions, while low P values reflect difficult questions.

227. (B) No examinee answered the item correctly
The Difficulty Index ranges from 0.00 to 1.00. A Difficulty Index value of P equals 0.00 signifies that zero examinees answered the test item correctly. This indicates an extremely difficult, flawed, or miskeyed question that fails to contribute useful measurement information.

228. (D) I, II and III
The Discrimination Index D ranges from -1.00 to +1.00. Positive values indicate that high-scoring examinees answered correctly more frequently than low-scoring examinees, while D equals 0.00 indicates that an item fails to differentiate between high and low achievers, confirming all three statements as technically correct.

229. (B) Marginal / Poor discrimination; requires revision or replacement
In classical item analysis guidelines, an item with a Discrimination Index value of D equals 0.15 is classified as possessing marginal or poor discrimination power. Such items fail to differentiate effectively between high and low achievers, requiring item revision, distractor adjustment, or replacement before reuse.

230. (B) The introductory question statement or problem situation
The stem of a Multiple-Choice Question is the introductory section presenting the central problem, context, or question statement. Designed clearly and concisely, the stem contains

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all necessary information required for examinees to understand the task before evaluating option choices.

231. (B) Plausible but incorrect option choices designed to test understanding
Distractors are the incorrect option choices included in a Multiple-Choice Question alongside the correct key. Designed to appear plausible to examinees possessing incomplete understanding or common misconceptions, distractors test subject mastery and effectively differentiate high-performing students from low-performing examinees.

232. (A) I, II and III only
Effective MCQ construction requires a clear stem problem, grammatically parallel options of similar length, and minimal reliance on "All/ None of the above." Statement IV is incorrect because embedding answer clues in option length introduces structural test bias, compromising item objectivity and validity.

233. (B) Ability to measure complex synthesis, critical evaluation, and original written expression
Essay-type questions excel at assessing higher-order cognitive domains that objective tests cannot evaluate easily. They measure a student's capacity to synthesize complex information, construct logical arguments, exercise critical evaluation, demonstrate creative problem-solving, and organize original thoughts effectively in written format.

234. (A) Low content coverage sampling and subjective scoring variability
The primary disadvantages of essay-type questions are limited syllabus coverage due to time constraints and low scorer reliability caused by subjective grading bias. Evaluator marks often fluctuate based on personal standards, halo effects, handwriting quality, and sequential grading fatigue, reducing test scoring consistency.

235. (B) Develop standardized marking schemes with explicit scoring criteria (rubrics) and conduct moderation sessions
When essay evaluations show high inter-rater variance across examiners, institutional managers must establish detailed marking schemes and objective scoring rubrics. Conducting sample moderation sessions aligns evaluator standards, ensures consistent application of grading criteria, and significantly improves inter-rater reliability across examinee scripts.

236. (B) Degree of agreement or consistency between two or more independent raters evaluating the same performance
Inter-rater reliability measures score consistency when two or more independent evaluators score the same performance, essay, or project using identical grading criteria. High inter-rater reliability indicates that scoring rubrics are objective and interpreted uniformly, minimizing individual evaluator scoring bias.

237. (A) Consistency of scoring by the same evaluator when scoring the same performance on different occasions
Intra-rater reliability measures the internal scoring consistency of a single evaluator over time. It evaluates whether an individual scorer assigns consistent marks when re-evaluating identical student performances, answer scripts, or project artifacts across different evaluation sessions or time intervals.

MCQGPT

238. (C) Predictive Validity
Predictive validity measures how effectively test scores forecast performance on a future outcome criterion measured after an instructional or temporal interval. It is established by correlating initial test scores with subsequent real-world accomplishment, academic grade point averages, or professional performance measures.

239. (A) Predictive Validity
Correlating Scholastic Aptitude Test scores earned in Class 12 with university academic grade point averages earned a year later evaluates Predictive Validity. This empirical correlation assesses how accurately the initial aptitude test predicts prospective long-term academic success in higher educational programs.

240. (A) Concurrent Validity
Correlating scores from a newly developed intelligence instrument with an established standard intelligence scale administered concurrently evaluates Concurrent Validity. This form of criterion-related validity verifies whether the new assessment tool yields measurement results consistent with accepted, validated instruments evaluated at the same time point.

241. (B) Construct Validity by identifying underlying latent dimensions/factors
Factor Analysis is an advanced multivariate statistical technique used in psychometrics to examine underlying relationships among test items. By identifying latent factors that explain observed score correlations, factor analysis establishes Construct Validity, verifying the theoretical structure and dimensional integrity of an assessment instrument.

242. (A) The difference between an examinee's Observed Score and True Score
Measurement error in psychometrics represents the discrepancy between an examinee's observed test score and their theoretical true score. Caused by unsystematic factors such as test anxiety, fatigue, ambiguous instructions, guessing, or environmental distractions, measurement error reflects score variance unassociated with actual subject competence.

243. (A) True Score (T) + Error Score (E)
Classical Test Theory posits that an individual's observed test score X is composed of two additive components: the theoretical True Score T, representing true ability, and random Error Score E, representing measurement error. This relationship is expressed through the fundamental equation X equals T plus E.

244. (B) 0.00
Classical Test Theory assumes that random measurement error occurs unsystematically, with positive and negative error fluctuations occurring equally across repeated testing. Consequently, the theoretical mean of random measurement error over infinite testing repetitions is assumed to equal zero, ensuring unbiased true score estimates.

245. (A) Both A and R are true and R is the correct explanation of A
Standardized achievement tests provide comparative benchmarks across school systems but should not serve as sole criteria for high-stakes decisions regarding student promotion or teacher retention. Single snapshot scores often reflect socioeconomic factors and measurement error rather than longitudinal learning progress and classroom instructional quality.

246. (A) z = 0
A standard z-score indicates how many standard deviation units a raw score lies above or below the mean, calculated as z equals raw score minus mean divided by standard deviation. When a raw score equals the mean exactly, the numerator becomes zero, resulting in z equals 0.

247. (B) z = -1.0
Standard z-scores express raw score distances from the mean in standard deviation units, assigning positive signs to scores above the mean and negative signs to scores below. A raw score positioned exactly one standard deviation below the distribution mean corresponds to a z-score of -1.0.

248. (D) I, II, III and IV
Standardized score transformations establish fixed parameters derived from standard z-scores: T-scores feature Mean of 50 and SD of 10; GRE scores feature Mean of 500 and SD of 100; Wechsler IQ features Mean of 100 and SD of 15; and Stanine features Mean of 5 and SD of 2.

249. (B) 65
Converting a raw score of 75 from a distribution with Mean of 60 and SD of 10 yields z equals 75 minus 60 divided by 10, which equals +1.5. Applying T-score conversion formula T equals 50 plus 10 multiplied by z gives T equals 50 plus 15, resulting in 65.

250. (B) 50th Percentile
The Median is defined as the score that divides an ordered frequency distribution into two equal halves. By definition, exactly fifty percent of scores fall at or below the median value, making the Median strictly equivalent to the 50th Percentile on a percentile scale.

251. (B) 25th Percentile
The First Quartile Q1 represents the score point below which twenty-five percent of scores in an ordered distribution fall. Consequently, Q1 corresponds to the 25th Percentile, marking the boundary separating the lowest quarter of test scores from the upper three-quarters.

252. (B) I, II and IV only
Percentile ranks indicate the percentage of examinees scoring equal to or below a raw score, exaggerating raw score differences near the middle of a normal curve and compressing them at extremes. Statement III is incorrect because

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percentile ranks do not constitute an equal-interval scale.

253. (A) Because raw score differences near the median represent small percentile jumps, while raw score differences at the extremes represent large percentile jumps
Percentile ranks form an ordinal scale because score units under a normal bell curve are not equal. Small raw score changes near the dense central mean produce large percentile rank shifts, whereas identical raw score changes at sparse distribution extremes produce minor percentile rank changes, violating equal-interval scale requirements.

254. (B) 50%
The Interquartile Range measures the distance between the first quartile Q1, representing the 25th percentile, and the third quartile Q3, representing the 75th percentile. By calculating Q3 minus Q1, the interquartile range encapsulates the central fifty percent of scores surrounding the median.

255. (B) Negatively skewed; the majority of students scored high, but a few low scores pulled down the mean
When examination scores exhibit a Mean of 42, Median of 55, and Mode of 62, the relationship Mean less than Median less than Mode confirms negative skewness. This indicates that most students achieved high scores on an easy examination, while a few low scores pulled down the mean.

256. (B) Towards the right (higher scores)
In a positively skewed score distribution, most examinees score near the lower end of the measurement scale, while a small number of examinees earn high marks. This score pattern stretches the tail of the frequency distribution curve toward the right side, pointing toward higher scores.

257. (A) Positively skewed
When a classroom examination is difficult, a high proportion of examinees earn low marks near the floor of the test scale, while few attain high scores. This concentration of low marks forms a distribution peak on the left with a tail extending rightward, creating a positively skewed distribution.

258. (B) Negatively skewed
When an examination is easy, most examinees answer items correctly and earn high marks near the test ceiling. This high performance creates a distribution peak on the right side of the scale, with a longer tail stretching toward low scores on the left, resulting in a negatively skewed distribution.

259. (A) 64
Range is a measure of dispersion calculated as the numerical difference between the highest score and the lowest score in a distribution. Subtracting the minimum score of 28 from the maximum score of 92 yields a Range equal to 64 for the given data set.

260. (B) Quartile Deviation (Semi-Interquartile Range)
Quartile Deviation, also called the Semi-Interquartile Range, is calculated as half the distance between the third quartile Q3 and the first quartile Q1. Represented by formula Q equals Q3 minus Q1 divided by 2, it measures dispersion around the median in ordinal or skewed data.

261. (B) Median
Quartile Deviation measures dispersion derived from score percentiles Q1 and Q3, making it the most appropriate measure of variability when central tendency is measured by the Median. Both statistics rely on percentile ranks, offering robust metrics for ordinal or skewed distributions containing extreme outlier scores.

MCQGPT

262. (B) The arithmetic mean of the absolute deviations of individual scores from the mean or median, ignoring plus and minus signs
Mean Deviation measures score dispersion by calculating the arithmetic mean of absolute deviations of individual scores taken from the distribution mean or median. It evaluates distance from central tendency while treating all deviations as positive numbers by ignoring algebraic plus and minus signs.

263. (B) Standard deviation avoids ignoring algebraic signs by squaring deviations, making it mathematically tractable for further statistical analysis
Standard Deviation is preferred over Mean Deviation in inferential statistics because it avoids arbitrarily ignoring algebraic signs. By

squaring individual score deviations from the mean, Standard Deviation preserves algebraic properties, making it mathematically tractable for advanced parametric operations like variance analysis and regression.

264. (A) Q = (2 / 3) × SD and MD = (4 / 5) × SD (approx.)
In a standard normal probability distribution, fixed mathematical proportions relate dispersion measures. Quartile Deviation Q equals approximately two-thirds, or 0.6745, of the Standard Deviation, while Mean Deviation MD equals approximately four-fifths, or 0.7979, of the Standard Deviation.

265. (B) Both A and R are true but R is not the correct explanation of A
In a normal curve, the area between -1 SD and +1 SD contains 68.26% of cases, and the curve is asymptotic, extending infinitely without touching the baseline. Both statements are accurate mathematical properties, but the asymptotic baseline property does not explain why 68.26% of area falls within 1 SD.

266. (A) 34.13%
Because a normal probability curve is completely symmetrical around its central axis, the total area of 68.26% lying within plus or minus 1 standard deviation is divided equally. Consequently, the area between the Mean and +1 Standard Deviation contains exactly 34.13% of total distribution cases.

267. (A) 0.13%
The area under a standard normal probability curve contains 99.74% of total cases between -3 SD and +3 SD. The remaining 0.26% of cases is split symmetrically across both outer tails, placing exactly 0.13% of total distribution cases beyond +3 Standard Deviations from the mean.

268. (A) I and II only
Points of inflexion on a normal curve occur at X equals Mean plus or minus 1 Standard Deviation, where curvature transitions between concave and convex shapes. Statement III is incorrect because points of inflexion do not occur at plus or minus 3 standard deviations from the mean.

269. (A) r = Sum(x × y) / sqrt(Sum(x squared) × Sum(y squared))
Pearson's Product-Moment Correlation Coefficient using raw deviation scores x and y is calculated as r equals sum of x times y, divided by the square root of sum of x squared multiplied by sum of y squared. This formula quantifies the linear association between two continuous variables.

270. (B) High scores on test X are strongly associated with low scores on test Y
A correlation coefficient of r equals -0.92 indicates a strong inverse or negative linear relationship between variables X and Y. This high negative correlation signifies that individuals scoring high on test X consistently achieve low scores on test Y, and vice versa.

271. (B) One variable is continuous and the other is artificially dichotomized
Biserial Correlation is used to measure correlation when one variable is continuous and normally distributed, while the second variable is continuous but has been artificially converted into a dichotomy, such as dividing test scores into pass/fail categories using an arbitrary cut-off score.

272. (A) One variable is continuous and the other is a true/natural dichotomy
Point-Biserial Correlation is used when measuring association between a continuous, interval-scaled variable and a genuinely dichotomous variable. It is commonly applied in test item analysis to correlate student overall test scores with correct/incorrect responses on a single item.

273. (A) Both variables are continuous but have been artificially reduced to dichotomies
Tetrachoric Correlation estimates Pearson correlation between two continuous, normally distributed variables when both variables have been artificially dichotomized. For example, it measures association when continuous variables like math ability and verbal ability are reduced to high/low categories for analytical convenience.

274. (A) Both variables are true natural dichotomies
The Phi Coefficient is a statistical measure of association derived from Pearson's formula, used when both correlated variables represent true, natural dichotomies. It measures linear relationships between nominal binary variables, such as male/female matched against pass/fail outcomes on a single item.

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275. (B) Spearman's Rank Difference Correlation
When two independent judges evaluate students by assigning numerical rank order positions from 1st to 10th in a competition, agreement between raters is evaluated using Spearman's Rank Difference Correlation Coefficient, which calculates inter-rater reliability across ordinal ranked data sets.

276. (A) The relationship between variables is linear and both variables are continuously and normally distributed
The fundamental assumptions for using Pearson's Product-Moment Correlation Coefficient require variables to be measured on an interval or ratio scale. Furthermore, the relationship between variables must be linear, and both score distributions must exhibit continuous, normal distribution properties across sample populations.

277. (B) The statistical discrepancy between a sample statistic (e.g. sample mean) and the true population parameter (e.g. population mean)
Sampling error represents the inevitable statistical discrepancy between a sample statistic, such as a sample mean, and the true population parameter, such as the population mean. Occurring due to random sampling variability, sampling error decreases as sample size increases, following statistical sampling distribution principles.

278. (C) Normal distribution, regardless of the shape of the population distribution
The Central Limit Theorem states that as sample size increases, typically reaching or exceeding 30 observations, the sampling distribution of the sample mean approaches a normal distribution, regardless of the shape of the underlying population distribution, enabling parametric statistical inference across diverse data sets.

279. (A) Top 1/8th (12.5%)
In the CBSE 9-point relative grading system for secondary examinations, passing candidates are arranged in rank order and divided into eight equal proportional bands of 12.5% each. Consequently, the top one-eighth, or top 12.5%, of passed examinees receive Grade A1.

280. (B) Relative Grading / Norm-Referenced Grading based on population proportions
Awarding grades A1 through E2 based on fixed candidate proportions—such as allocating Grade A1 to the top one-eighth of passing students—exemplifies Relative Grading or Norm-Referenced Grading. Grade boundaries depend on population distribution metrics rather than predetermined absolute score cut-offs.

281. (B) Comprehensive, continuous record of student achievement, growth, health, traits, and co-curricular progress throughout school life
A Cumulative Record Card is an administrative evaluation instrument that tracks student growth throughout school enrollment. It maintains longitudinal records covering academic achievement, physical health checkups, attendance history, personality traits, co-curricular accomplishments, social attitudes, and educational guidance data across successive academic years.

282. (B) A brief, factual, objective written report of a specific significant incident or behavior involving a student
An Anecdotal Record is an informal evaluation tool consisting of a brief, factual, objective written description of a significant behavioral event observed by a teacher. It records context, student actions, and reactions without immediate subjective bias, documenting social development and emotional behavior over time.

283. (B) To pinpoint specific learning gaps, errors, and misconceptions for planning remedial teaching
The primary objective of administering a Diagnostic Test following an instructional unit is to identify specific learning difficulties, persistent errors, and conceptual misconceptions. Diagnostic test results provide granular empirical data necessary to plan targeted remedial teaching interventions and address unmastered learning objectives.

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284. (B) Have identified learning difficulties, gaps, or slowness in mastering specific instructional concepts
Remedial teaching is a specialized instructional intervention designed for students who demonstrate learning difficulties, conceptual gaps, or slow learning progress identified during diagnostic evaluations. It uses adapted pedagogies, alternative learning materials, and

targeted exercises to help students overcome specific learning deficits.

285. (A) Both A and R are true and R is the correct explanation of A
Programmed Instruction and Computer-Assisted Learning incorporate immediate feedback mechanisms into learning modules. Providing instant confirmation of correct responses reinforces learning retention, reduces anxiety, and enables self-correction of errors, strengthening memory consolidation based on behavioral principles of learning reinforcement.

286. (B) A visual diagram representing social relationships, peer acceptance, and interaction patterns within a group of students
A Sociogram is a visual diagram generated through sociometric testing that maps interpersonal social relationships within a group. It displays peer acceptance, choice preferences, sub-group clusters, mutual friendships, and social isolation, assisting teachers in analyzing classroom social structure and group dynamics.

287. (B) Isolate / Neglected student
In sociometric data analysis, an examinee who receives no choices or positive selections from peers across selection criteria is classified as an isolate or neglected student. Identifying sociometric isolates enables educators to design targeted social inclusion activities and support interpersonal integration within the classroom.

288. (B) I, II and III only
Checklists, Rating Scales, and Rubrics are direct evaluation tools used by educators to assess student performance, practical skills, and behavioral traits. Statement IV is excluded because standard deviation graphs represent statistical data analysis techniques rather than direct observational assessment instruments.

289. (B) Rubric
A Rubric is an effective evaluation tool for assessing complex performance tasks like oral presentations, science projects, and essay writing. It establishes an evaluation matrix combining clear performance criteria with detailed descriptive indicators across proficiency levels, ensuring scoring objectivity and transparent feedback.

290. (A) A checklist records presence or absence (dichotomous), whereas a rating scale assesses the degree or quality of the trait
Checklists and Rating Scales differ in evaluation detail. A checklist is a binary assessment tool recording presence or absence of a behavior using yes/no options, whereas a rating scale evaluates the degree, frequency, or quality of a trait along a continuum.

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291. (B) Metacognition, self-regulation, and critical reflection on learning standards
Self-assessment and peer-assessment develop metacognitive capacities and self-regulated learning skills in students. By evaluating their own work and peer performances against explicit criteria, students reflect critically on learning strategies, identify knowledge gaps, and actively direct their learning development.

292. (A) I, II and III only
The Holistic Progress Card mandated by NEP 2020 offers a 360-degree multidimensional summary covering cognitive, affective, and psychomotor domains by integrating self, peer, and teacher evaluations. Statement IV is excluded because NEP 2020 replaces numerical class ranks with descriptive qualitative feedback on competencies.

293. (B) Core competencies, higher-order thinking skills, critical analysis, and conceptual clarity
The National Education Policy 2020 transforms assessment practices by shifting focus away from testing memorized facts. It prioritizes evaluating core competencies, higher-order thinking capacities, critical analysis, logical reasoning, and conceptual understanding, ensuring assessment aligns with meaningful real-world applications of knowledge.

294. (B) Formulating assessment norms, standards, guidelines, and driving overall assessment reform across school boards
PARAKH acts as a national assessment center under NCERT, responsible for setting assessment norms, standards, and guidelines across recognized school boards in India. It guides competency-based assessment transitions, conducts national achievement surveys, and promotes evaluation consistency across state and central educational boards.

295. (B) Observational checklists, learning outcome progress charts, and activity-based formative assessment sheets
Tracking Foundational Literacy and Numeracy goals under the NIPUN Bharat Mission requires continuous formative evaluation tools. Primary teachers use observational checklists, learning outcome progress charts, portfolios, and activity-based formative assessment sheets to monitor reading and numeracy acquisition without imposing exam stress.

296. (B) Variance
In educational statistics, Variance is a fundamental measure of dispersion defined mathematically as the arithmetic mean of squared deviations taken from the distribution mean. It equals the square of the Standard Deviation, quantifying total score spread across a data distribution.

297. (A) All students in the class obtained exactly 50 marks
Standard Deviation measures score spread around the mean. A Standard Deviation equal to 0 signifies complete absence of score variation within the dataset. Combined with a Mean of 50, a Standard Deviation of 0 confirms that every single student in the class scored exactly 50 marks.

298. (A) Mean = 0, Standard Deviation = 1
The Standard Normal Distribution, commonly referred to as the z-distribution, is a theoretical probability distribution transformed from raw score distributions. By mathematical design, the standard normal distribution possesses an arithmetic Mean of 0 and a Standard Deviation of 1.

299. (A) Odd-Even Split Method
The Odd-Even Split Method estimates internal consistency reliability by dividing test items into two equal halves based on item numbering. Odd-numbered items form one half-test score and even-numbered items form the second, with score correlation adjusted using the Spearman-Brown formula.

300. (B) Improve instructional quality, facilitate optimal child development, and support institutional excellence
The ultimate purpose of educational assessment, measurement, and evaluation in school management is to enhance instructional quality, support child development, and foster institutional excellence. Assessment provides diagnostic feedback that guides curriculum design, improves teaching practices, and ensures equitable learning growth across all students.

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CHAPTER 02

Delhi Education Act, 1973 and Delhi School Education Rules, 1973

1. On which date did the Delhi School Education Act, 1973 receive the assent of the President of India?
(A) 9th April 1973
(B) 1st May 1973
(C) 31st December 1973
(D) 26th January 1974

2. Under Section 1 of the Delhi School Education Act, 1973, to which geographical territory does the Act extend?
(A) The National Capital Region (NCR) including adjoining districts of Haryana and UP
(B) Municipal Corporation of Delhi areas only
(C) Cantonment Board and New Delhi Municipal Council areas exclusively
(D) The whole of the Union Territory of Delhi

3. What is the primary legislative objective stated in the preamble of the Delhi School Education Act, 1973?
(A) To provide for better organization and development of school education in the Union Territory of Delhi
(B) To nationalize all private recognized schools in Delhi
(C) To abolish private school management and establish state-run institutions
(D) To regulate higher education and vocational training institutes in Delhi

4. Under Section 1(3) of the Delhi School Education Act, 1973, when did the provisions of the Act come into force?
(A) Immediately on 9th April 1973
(B) On 31st December 1973, as notified by the Administrator in the Official Gazette
(C) On 1st April 1974
(D) On 15th August 1973

5. The Delhi School Education Act, 1973 was enacted by Parliament under which constitutional power?
(A) Article 239AA special provisions for Delhi
(B) Article 356 Presidential Proclamation powers
(C) Article 246 read with Entry 11 of List II (before the 42nd Amendment) for Union Territories
(D) Article 249 in national interest

6. Which authority is empowered under Section 3(1) of the Delhi School Education Act, 1973 to regulate education in all schools in Delhi in accordance with the provisions of the Act and rules made thereunder?
(A) The Minister of Education, Government of NCT of Delhi
(B) The Administrator of the Union Territory of Delhi
(C) The Central Board of Secondary Education
(D) The Mayor of the Municipal Corporation of Delhi

7. According to Section 2(e) of the Delhi School Education Act, 1973, "Director" means the Director of Education, Government of NCT of Delhi, and includes:
(A) Additional Directors of Education holding administrative charge in the department
(B) The Chairperson of the Central Board of Secondary Education ex-officio
(C) The Education Officer of the concerned zonal administration exclusively
(D) Any officer authorized by the Administrator to perform the functions of the Director

8. Under the provisions of the Delhi School Education Act, 1973, which category of institutions is explicitly EXEMPTED from the application of certain service condition provisions under Section 8?
(A) Unaided minority schools
(B) Government-aided minority schools
(C) Government-run Pratibha Vikas Vidyalayas
(D) Army Public Schools

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9. What is the status of an unrecognized school operating within the Union Territory of Delhi under the Delhi School Education Act, 1973?
(A) It can function provided it registers under the Societies Registration Act, 1860
(B) It can run up to primary level without recognition
(C) It is strictly prohibited from functioning or imparting education unless recognized under Section 4
(D) It requires permission only from the local municipal body

10. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The Delhi School Education Act, 1973 applies uniformly to all government, government-aided, and unaided recognized schools in Delhi.
Reason (R): Article 30(1) of the Constitution of India grants complete exemption to minority educational institutions from all provisions of the Delhi School Education Act, 1973.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Under Section 2(a) of the Delhi School Education Act, 1973, "Administrator" means:
(A) The Chief Minister of Delhi
(B) The Chief Secretary of GNCTD
(C) The Director of Education, Delhi
(D) The Administrator of the Union Territory of Delhi appointed by the President under Article 239

12. Under Section 2(d) of the Delhi School Education Act, 1973, an "aided school" is defined as a recognized private school which is receiving aid in the form of maintenance grant from:
(A) Only the Central Board of Secondary Education
(B) The Administrator, Central Government, or a local authority
(C) University Grants Commission
(D) Non-Governmental Organizations registered under FCRA

13. Which section of the Delhi School Education Act, 1973 defines "School Property"?
(A) Section 2(x)
(B) Section 2(h)
(C) Section 2(u)
(D) Section 2(p)

14. According to Section 2(n) of the Delhi School Education Act, 1973, "Managing Committee" means the body of individuals who are entrusted with the management of the affairs of:
(A) Government schools only
(B) Kendriya Vidyalayas only
(C) Municipal Primary Schools only
(D) Any recognized private school

15. Consider the following statements regarding definitions under Section 2 of the Delhi School Education Act, 1973:
I. "Existing school" means a recognized private school which is in existence at the commencement of the Act.
II. "Minority school" means a school established and administered by a minority having the right to do so under clause (1) of Article 30 of the Constitution.
III. "Recognized school" means a school recognized by the Director or the appropriate authority.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

16. Under Section 2(t) of the Delhi School Education Act, 1973, "recognized school" must be recognized by which authority?
(A) Ministry of Education, Government of India
(B) The Director or the appropriate authority
(C) National Council for Teacher Education
(D) Union Public Service Commission

17. In the context of definitions under Section 2 of the Delhi School Education Act, 1973, "appropriate authority" in relation to a school established or managed by the Municipal Corporation of Delhi means:
(A) The Administrator of Delhi
(B) The Director of Education, GNCTD
(C) The Ministry of Home Affairs
(D) The Municipal Corporation of Delhi

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18. Under Section 2(q) of the Delhi School Education Act, 1973, "public examination" means an examination conducted by:
(A) Central Board of Secondary Education or any other Board recognized by the Administrator
(B) Any private agency registered as a society
(C) National Testing Agency exclusively
(D) Directorate of Education internally

19. According to Section 2(b) of the Delhi School Education Act, 1973, "Advisory Board" refers to:
(A) The Advisory Board constituted under Section 23
(B) The Staff Advisory Council of DoE
(C) The School Advisory Board constituted under Section 22
(D) The Advisory Board for Curriculum Development

20. With reference to definitions in Section 2 of the Delhi School Education Act, 1973, consider the following statements:
I. "Head of School" means the principal academic officer of a school, by whatever name called.
II. "Teacher" includes the Head of School.
III. "Unaided school" means a recognized private school which receives financial aid from the Administrator.
IV. "Manager" means the person who is certified by the Director as responsible for managing the school.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II and IV only
(D) III and IV only

21. Which Section of the Delhi School Education Act, 1973 governs the "Recognition of Schools"?
(A) Section 3
(B) Section 5
(C) Section 6
(D) Section 4

22. Under Rule 44 of the Delhi School Education Rules, 1973, an application for recognition of a new school must be submitted to the Director in the prescribed form at least how many months before the commencement of the academic session?
(A) 3 months
(B) 6 months
(C) 12 months
(D) 1 month

23. Under Section 4(1) of the Delhi School Education Act, 1973, which of the following is NOT a mandatory condition for granting recognition to a private school?
(A) Adequate funds to ensure financial stability
(B) Suitable premises, furniture, and equipment
(C) Provision for teaching staff possessing prescribed qualifications
(D) A minimum reservation of 50% seats for students of the local municipal ward free of cost

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24. What recourse is available to a management under Section 4(3) of the Delhi School Education Act, 1973 if an application for recognition is refused by the Director?
(A) An appeal to the High Court of Delhi within 30 days
(B) An appeal to the Administrator within 30 days from the date of communication of refusal
(C) An appeal to the Delhi School Tribunal within 60 days
(D) A revision petition before the Ministry of Education

25. A private society opens a new senior secondary school in Delhi without obtaining prior recognition under Section 4 of the Delhi School Education Act, 1973. It admits students and prepares to register them for the CBSE Board examinations. As the District Education Officer, what immediate action is authorized under the Act?
(A) Condone the delay and issue provisional recognition on payment of a fine
(B) Issue an order to immediately shut down the unauthorized operation and initiate penal action under Section 27
(C) Request CBSE to directly affiliate the school without DoE recognition
(D) Allow the current batch to appear for board exams and seek recognition next year

26. Under Rule 50 of the Delhi School Education Rules, 1973, which condition must be fulfilled by a recognized school regarding its financial management?
(A) 25% of annual profits must be transferred to the society's central reserve

(B) Income derived from the school shall not be diverted to any purpose other than the educational development of the school
(C) All surplus funds must be deposited into the Consolidated Fund of India
(D) Tuition fee proceeds can be utilized for building commercial properties for the society

27. Under Rule 51 of the Delhi School Education Rules, 1973, what is the minimum accommodation norm required for a classroom in a recognized school?
(A) 0.5 sq. metre per student
(B) 1.0 sq. metre per student
(C) 1.5 sq. metres per student
(D) 2.0 sq. metres per student

28. Which category of schools under the Delhi School Education Act, 1973 is entirely established, owned, and controlled by the Government of NCT of Delhi?
(A) Government Schools
(B) Aided Schools
(C) Unaided Recognized Schools
(D) Trust Schools

29. Under Section 3(3) of the Delhi School Education Act, 1973, on and from the commencement of the Act, no private school shall be established in Delhi except in accordance with:
(A) The provisions of the Delhi Municipal Corporation Act
(B) Direct sanction of the Union Home Ministry
(C) The provisions of the Delhi School Education Act, 1973 and rules made thereunder
(D) General permission of the University of Delhi

30. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Recognition granted to a private school under Section 4 of the Delhi School Education Act, 1973 may be withdrawn by the Director if the school fails to comply with any condition of recognition.
Reason (R): The Director can withdraw recognition at any time without giving the school management an opportunity of showing cause against such action.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. Under Rule 49 of the Delhi School Education Rules, 1973, what is the minimum health and sanitary requirement for a school seeking recognition?
(A) An affidavit signed by the Manager of the school
(B) A certificate from a private registered medical practitioner
(C) A self-declaration by the Head of School
(D) A certificate from the local municipal health officer certifying sanitary conditions and supply of safe drinking water

32. Under the Delhi School Education Act, 1973, a government-aided private school receives standard maintenance grant from the Government of NCT of Delhi at what percentage of approved net expenditure?
(A) 50%
(B) 75%
(C) 95%
(D) 100%

33. Under Rule 45 of the Delhi School Education Rules, 1973, who constitutes the committee to inspect the premises and records of a school applying for recognition?
(A) The Administrator
(B) The Central Board of Secondary Education
(C) The Director of Education
(D) The Municipal Commissioner

34. What is the status of an aided school whose recognition has been withdrawn under Section 4(2) of the Delhi School Education Act, 1973?
(A) It ceases to receive financial aid and cannot present students for public examinations
(B) It automatically becomes an unaided recognized school
(C) It continues to receive aid until the Supreme Court decides
(D) It automatically gets converted into a Government School

35. Consider the following conditions required for recognition of a school under Rule 50 of the Delhi School Education Rules, 1973:
I. The school serves a real educational need of the locality.

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II. The school establishment is financially secure.
III. The school building and grounds are adequate and safe.

Which of the conditions listed above are mandatory?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

36. Under Section 20 of the Delhi School Education Act, 1973, the Administrator may take over the management of a private school if it appears that the managing committee has:
(A) Increased tuition fees by 5% without approval
(B) So mismanaged the school as to prejudice the interest of education or students
(C) Failed to conduct annual sports day
(D) Changed the school uniform without DoE consent

37. What is the maximum initial period for which the Administrator can take over the management of a school under Section 20(1) of the Delhi School Education Act, 1973?
(A) One year
(B) Two years
(C) Three years
(D) Five years

38. Under Section 20(1) proviso of the Delhi School Education Act, 1973, the total period of management takeover by the Administrator cannot exceed how many years in the aggregate?
(A) Three years
(B) Five years
(C) Seven years
(D) Ten years

39. Which authority is empowered under Section 28 of the Delhi School Education Act, 1973 to make rules for carrying out the provisions of the Act?
(A) The Delhi Legislative Assembly
(B) The Director of Education
(C) The Administrator, with the previous sanction of the Central Government
(D) The High Court of Delhi

40. Consider the following powers exercised by the Director of Education under the Delhi School Education Act, 1973:
I. Approval of Scheme of Management under Section 5.
II. Approval of dismissal or removal of employees of aided schools under Section 8(2).
III. Directing stoppage or reduction of grant-in-aid under Section 10/24.
IV. Power to amend the Constitution of India regarding education.

Which of the powers listed above are correctly vested in the Director?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

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41. Under Section 24 of the Delhi School Education Act, 1973, who is authorized to inspect any recognized school in Delhi?
(A) Any Member of Legislative Assembly (MLA) of Delhi
(B) The Director or any officer authorized by him
(C) Any member of the public on payment of a fee
(D) Representatives of private teacher associations

42. Under Section 17(3) of the Delhi School Education Act, 1973, the Manager of every recognized un-aided school must file with the Director a full statement of target fees before the commencement of each academic session by which date?
(A) 31st December of the preceding year
(B) 15th January of the academic year
(C) 31st March of the preceding financial year
(D) 15th July of the academic year

43. If a school management fails to remedy defects pointed out in an inspection report under Section 24 of the Delhi School Education Act, 1973, what step can the Director take under Section 24(3)?
(A) Order immediate arrest of the Principal
(B) Convert the school into a university department
(C) Stop or reduce the grant-in-aid or withdraw recognition
(D) Merge the school with Kendriya Vidyalaya Sangathan

44. Under Section 6 of the Delhi School Education Act, 1973, what is the mandatory requirement regarding grant-in-aid to private recognized schools?
(A) Grant-in-aid is a fundamental right of every

private school
(B) Grant-in-aid is given only to schools having 100% board results
(C) Grant-in-aid is allocated by CBSE directly
(D) Grant-in-aid shall be paid in accordance with the rules made by the Administrator

45. The Managing Committee of an aided school suspends a teacher without obtaining approval from the Director of Education. Under Section 8(4) and Section 8(5) of the Delhi School Education Act, 1973, what is the status of this suspension if not approved within 15 days?
(A) The suspension remains valid indefinitely until final inquiry
(B) The suspension is deemed to have lapsed and become void
(C) The teacher is automatically dismissed
(D) The matter is referred to Civil Court

46. Under Section 22 of the Delhi School Education Act, 1973, who constitutes the School Advisory Board?
(A) The Chief Minister of Delhi
(B) The Administrator
(C) The Speaker of Legislative Assembly
(D) The Union Education Minister

47. What is the total number of members in the School Advisory Board as per Section 22(2) of the Delhi School Education Act, 1973?
(A) 10 members
(B) 15 members
(C) Not exceeding 15 members
(D) Exactly 21 members

48. Under Section 22(3) of the Delhi School Education Act, 1973, who acts as the Chairman of the School Advisory Board?
(A) The Administrator
(B) The Education Minister of Delhi
(C) A retired High Court Judge
(D) The Director of Education or an officer nominated by the Administrator

49. What is the tenure of office for non-official members of the School Advisory Board under Rule 183 of the Delhi School Education Rules, 1973?
(A) 1 year
(B) 2 years
(C) 3 years
(D) 5 years

50. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Under Section 20 of the Delhi School Education Act, 1973, the management of a private school can be taken over by the Government if it continuously defaults in complying with instructions of the Director.
Reason (R): Taking over management under Section 20 vests complete ownership of all movable and immovable properties of the school permanently in the Government.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. Under Section 5 of the Delhi School Education Act, 1973, every recognized private school must have a Scheme of Management approved by:
(A) CBSE
(B) Central Government
(C) The Director
(D) Municipal Corporation

52. Under Rule 59 of the Delhi School Education Rules, 1973, every Managing Committee of an aided school must include how many parent representatives?
(A) At least 1
(B) At least 2
(C) At least 5
(D) Exactly half of total members

53. Under Rule 59 of the Delhi School Education Rules, 1973, how many teacher representatives are required to be in the Managing Committee of a recognized private school?
(A) One teacher nominated by the Head of School
(B) Four teachers selected by seniority
(C) No teacher can be a member
(D) Two teachers elected by teachers of the school

54. Under Rule 59(1) of the Delhi School Education Rules, 1973, who among the following is an ex-officio member-secretary of the Managing Committee of a recognized school?
(A) The Head of the School
(B) The Manager

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(C) The Education Officer of the Zone
(D) The PTA President

55. Consider the following composition rules for the Managing Committee of an aided school under Rule 59 of the Delhi School Education Rules, 1973:
I. Head of School ex-officio.
II. Two teachers elected by the teachers of the school.
III. Two parents elected by the Parent-Teacher Association.
IV. Two nominees of the Director.
Which of the statements given above are correct?
(A) I and II only
(B) III and IV only
(C) I, II and IV only
(D) I, II, III and IV

56. Under the Right to Free and Compulsory Education (RTE) Act 2009 read with Delhi rules, what is the mandatory percentage of parents/guardians in a School Management Committee (SMC) of a government school?
(A) 50%
(B) 60%
(C) 75%
(D) 80%

57. In the SMC of a government/aided school under RTE/Delhi norms, what proportion of parent members must be women?
(A) At least 25%
(B) At least 33%
(C) At least 50%
(D) Exactly 100%

58. What is the tenure of a School Management Committee (SMC) constituted in a Government school in Delhi?
(A) 1 year
(B) 2 years
(C) 3 years
(D) 5 years

59. Which of the following is NOT a primary function of the School Management Committee (SMC) in a Government school in Delhi?
(A) Monitor the working of the school
(B) Prepare and recommend the School Development Plan (SDP)
(C) Monitor the utilization of grants received from the government
(D) Directly appoint, promote, and dismiss permanent teachers

60. Consider the following functions of the Managing Committee under Rule 59(2) of the Delhi School Education Rules, 1973:
I. To manage the finances and property of the school.
II. To appoint teachers and other staff in accordance with rules.
III. To prescribe curriculum and alter board examination syllabus.
IV. To take disciplinary action against employees subject to statutory approvals.
Which of the functions listed above are correct?
(A) I, II and IV only
(B) I and III only
(C) II and III only
(D) I, II, III and IV

61. Under Rule 59 of the Delhi School Education Rules, 1973, can a person be the Manager of more than one recognized school at the same time without the express permission of the Director?
(A) Yes, up to 5 schools
(B) Yes, indefinitely
(C) No, except with the prior approval of the Director
(D) No, under no circumstances even with Director's approval

62. What is the quorum for a meeting of the Managing Committee of a private school under standard Scheme of Management under the Delhi School Education Rules, 1973?
(A) One-half of total members
(B) One-third of total members
(C) Two-thirds of total members
(D) Simple majority of parent members only

63. Under Rule 59 of the Delhi School Education Rules, 1973, who among the following CANNOT be appointed as the Manager of a private recognized school?
(A) A member of the society running the school
(B) An alumnus of the school
(C) An employee of the school (other than Head of School in designated ex-officio capacity)
(D) A retired civil servant

64. Under Section 4(2) of the Delhi School Education Act, 1973, before withdrawing recognition of a private school, what procedure MUST the Director follow?
(A) Obtain approval from the High Court

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(B) Issue a public notice in three national newspapers
(C) Refund all fees to the students directly
(D) Give the Managing Committee a reasonable opportunity of showing cause against the proposed withdrawal

65. A private aided school persistently fails to pay salaries to its staff at par with Government school employees despite multiple notices from DoE. The Director decides to initiate withdrawal of recognition under Section 4(2). The school management claims that since they are a private body, DoE cannot withdraw recognition for salary pay parity issues. As per Section 10 and Section 4 of the Delhi School Education Act, 1973, is the management's claim legally valid?
(A) No, compliance with Section 10 (pay parity) is a statutory condition, and non-compliance justifies withdrawal of recognition
(B) Yes, salary parity is optional for private aided schools
(C) Yes, recognition can only be withdrawn for academic failures
(D) No, but the Director can only issue a fine and cannot withdraw recognition

66. An appeal against an order of the Director withdrawing recognition under Section 4(2) lies to which authority under Section 4(3) of the Delhi School Education Act, 1973?
(A) The Delhi School Tribunal
(B) The Administrator
(C) The Central Advisory Board of Education
(D) The District Magistrate

67. Within what timeframe must an appeal against withdrawal of recognition be filed under Section 4(3) of the Delhi School Education Act, 1973?
(A) 15 days from the date of order
(B) 30 days from the date of communication of the order
(C) 60 days from the date of order
(D) 90 days from the date of order

68. Under Rule 56 of the Delhi School Education Rules, 1973, what happens to the students enrolled in a school whose recognition has been withdrawn by the Director?
(A) They are automatically declared failed for that academic year
(B) The Director makes suitable arrangements for their transfer/admission to other recognized schools
(C) They must reappear for private board examinations independently
(D) The school management must pay them compensation of Rs. 1 lakh each

69. Under Section 17(1) of the Delhi School Education Act, 1973, no aided school shall levy any fee or collect any other receipt except:
(A) Fees fixed by the Parent-Teacher Association
(B) Capitation fee set by the Trust
(C) Those explicitly approved by the Director
(D) Building development fund determined by Manager

70. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Unaided recognized schools in Delhi cannot collect capitation fees or demand voluntary donations as a condition for admission.
Reason (R): Section 13 of the Delhi School Education Act, 1973 strictly prohibits the collection of capitation fees or donations for admission to any recognized school.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. Under Section 18(1) of the Delhi School Education Act, 1973, in every aided school, all fees and other charges collected from students shall be credited to which specific fund?
(A) Development Fund
(B) Management Reserve Fund
(C) Consolidated Fund of Delhi
(D) School Fund

72. Under Rule 172 of the Delhi School Education Rules, 1973, what are the three distinct accounts required to be maintained in a recognized private school?
(A) School Fund, Managing Committee Fund, and Pupil's Fund
(B) School Fund, Management Fund, and Capital Fund
(C) School Fund, Development Fund, and Personal Ledger Account
(D) General Fund, Reserve Fund, and Building Fund

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73. What is the main purpose for which the "Pupil's Fund" under Rule 173 of the Delhi School Education Rules, 1973 can be utilized?
(A) Payment of teacher salaries during financial crisis
(B) Purchase of land for school expansion
(C) Co-curricular, sports, welfare, and extra-curricular activities of students
(D) Legal expenses of the Managing Committee

74. Under Rule 177 of the Delhi School Education Rules, 1973, how can the surplus accumulated in the School Fund of an unaided recognized school be utilized?
(A) Distributed as dividend among the members of the trust/society
(B) Transferred to other commercial ventures of the society
(C) Reinvested for educational development and expansion of the same school
(D) Spent on election campaigns of managing committee members

75. Consider the following statements regarding the Fee Anomalies Committee constituted by the Directorate of Education:
I. It is established to examine complaints of arbitrary or excessive fee hikes by private unaided schools.
II. It is headed by a Deputy Director of Education (DDE) at the district level.
III. It has the power to recommend refund of excess fees collected from parents.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

76. As per the landmark Modern School Judgement (2004) of the Supreme Court of India interpreting Section 17(3) and Rule 180 of the Delhi School Education Rules, 1973, what is the role of the Director of Education in regulating fees of unaided schools?
(A) DoE has no authority whatsoever to interfere in fee determination of unaided schools
(B) DoE directly fixes the exact tuition fee for all private schools in Delhi annually
(C) DoE only manages the Pupil's Fund of private schools
(D) DoE has the regulatory power to prevent commercialization of education and profiteering

77. Private unaided recognized schools that were allotted land at concessional rates by land-owning agencies like DDA with a "land clause" condition MUST take prior approval of whom before increasing tuition fees?
(A) Director of Education, GNCTD
(B) Central Board of Secondary Education
(C) Finance Department, Ministry of Urban Development
(D) Municipal Commissioner

78. Under Section 17(3) of the Delhi School Education Act, 1973, if an unaided recognized school intends to revise its fee structure for the upcoming academic session, when must it submit its fee statement to the Director?
(A) Before 15th August of the ongoing academic session
(B) Before 15th December preceding the academic session
(C) Before 31st December preceding the academic session
(D) Within 30 days after collecting the fee from students

79. What is the penalty under the Delhi School Education Act, 1973 if a private recognized school charges fee in excess of the statement submitted under Section 17(3) without approval?
(A) Immediate cancellation of registration of the society under Societies Registration Act
(B) Action under Section 24 and Section 27, including fine and potential withdrawal of recognition
(C) Compulsory retirement of all teachers
(D) Immediate arrest of the PTA Secretary

80. Consider the following statements regarding fee regulation under the Delhi School Education Act, 1973:
I. Capitation fee collection is punishable with imprisonment or fine.
II. Development fee can be charged by unaided schools only if the school maintains a capital depreciation reserve.
III. Schools are permitted to charge commercial capitation fees for NRI quota seats.
IV. Unutilized Pupil's Fund lapses to government treasury at the end of the financial year.
Which of the statements given above are correct?
(A) I and II only
(B) III and IV only
(C) I and III only
(D) II and IV only

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81. Under Section 8(1) of the Delhi School Education Act, 1973, who is empowered to specify the minimum qualifications for recruitment of teachers in recognized private schools?
(A) The Managing Committee of each private school independently
(B) The Staff Selection Commission
(C) The Central Advisory Board of Education
(D) The Administrator, by rules made under the Act

82. Under Section 10(1) of the Delhi School Education Act, 1973, the scales of pay and allowances, medical facilities, pension, gratuity, and provident fund of employees of a recognized private school shall NOT be less than those of:
(A) Employees of corresponding status in schools run by the Central Government/Delhi Administration
(B) Employees in private sector corporate institutions
(C) Minimum wage rates notified under Minimum Wages Act
(D) UGC scale college professors

83. Under Rule 96 of the Delhi School Education Rules, 1973, who heads the Selection Committee for recruitment of a Head of School (Principal) in an aided private school?
(A) The Education Officer of the Zone
(B) The outgoing Principal
(C) Nominee of the Vice-Chancellor of Delhi University
(D) The Chairman of the Managing Committee or a member of the Managing Committee nominated by Chairman

84. Under Rule 96(3) of the Delhi School Education Rules, 1973, the Selection Committee for filling a post of a teacher in an aided school MUST include how many experts nominated by the Director?
(A) One expert
(B) Two experts
(C) Three experts
(D) No expert from Director is needed

85. An aided school selection committee conducts interviews for PGT English without including the two nominees of the Director of Education. The Selection Committee recommends Candidate A for appointment. What is the legal validity of Candidate A's appointment?
(A) Fully valid, as the Managing Committee has absolute right to select teachers
(B) Void ab initio, as the constitution of the Selection Committee violated Rule 96 of the Delhi School Education Rules, 1973
(C) Valid provisionally for a period of six months
(D) Valid if the Candidate possesses required NCTE qualifications

86. Under Rule 98(1) of the Delhi School Education Rules, 1973, the appointment of every employee of an aided school made by the Managing Committee requires the explicit approval of:
(A) The Central Board of Secondary Education
(B) The Staff Selection Board
(C) The Delhi School Tribunal
(D) The Director of Education

87. Under Rule 98(2) of the Delhi School Education Rules, 1973, within what period must the Managing Committee send the details of appointment to the Director for approval?
(A) 7 days from date of appointment
(B) 15 days from date of appointment
(C) 30 days from date of appointment
(D) 60 days from date of appointment

88. Under Rule 98(3) of the Delhi School Education Rules, 1973, if the Director does not communicate approval or disapproval of an appointment in an aided school within how many days, it shall be deemed to have been approved?
(A) 15 days
(B) 30 days
(C) 45 days
(D) 60 days

89. Under Rule 98(4) of the Delhi School Education Rules, 1973, what is the initial probation period for an employee appointed to a regular vacancy in a recognized private school?
(A) Six months
(B) One year, extendable by another year by the Managing Committee with prior approval of Director
(C) Two years mandatory non-extendable
(D) Three years

90. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The recruitment qualifications for teachers in private unaided recognized schools in Delhi must strictly match the qualifications prescribed by DoE/NCTE for corresponding

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posts in Government schools.
Reason (R): Section 8(1) of the Delhi School Education Act, 1973 empowers the Administrator to regulate terms and conditions of service including qualifications for all recognized schools.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. Under Section 15(1) of the Delhi School Education Act, 1973, every employee of a recognized private school shall be appointed on the basis of a written contract of service entered into between:
(A) The employee and the Director of Education
(B) The employee and the Chairperson of CBSE
(C) The employee and the Managing Committee
(D) The employee and the Parent-Teacher Association

92. Under Section 15(2) of the Delhi School Education Act, 1973, a copy of the written contract of service entered into between the employee and the Managing Committee must be lodged with whom?
(A) The Administrator
(B) The High Court Registrar
(C) The Pay and Accounts Officer
(D) The Director of Education

93. Under the Delhi School Education Rules, 1973, can transfer of staff take place between two independent private unaided recognized schools managed by separate registered societies?
(A) Yes, automatically on mutual consent of principals
(B) No, as each independent recognized school is a separate employing entity
(C) Yes, with approval of CBSE
(D) Yes, on order of local Education Officer

94. Inter-school transfer of teachers in Government schools under Directorate of Education, GNCTD is governed by guidelines issued periodically by:
(A) Central Board of Secondary Education
(B) Directorate of Education (DoE), GNCTD
(C) Union Public Service Commission
(D) Municipal Corporation of Delhi

95. Consider the following statements regarding the Code of Conduct for teachers under Rule 123 of the Delhi School Education Rules, 1973:
I. No teacher shall engage directly or indirectly in any private tuition or commercial business.
II. No teacher shall accept private employment without permission.
III. No teacher shall participate in activities that promote communal disharmony.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

96. Under Section 8(2) of the Delhi School Education Act, 1973, no employee of an aided school shall be dismissed, removed, or reduced in rank, nor shall his services be otherwise terminated without obtaining prior approval of:
(A) The Director of Education
(B) The Delhi School Tribunal
(C) The Governing Body of CBSE
(D) The Chief Minister of Delhi

97. In the landmark judgment TMA Pai Foundation and subsequent Supreme Court rulings regarding Section 8(2) of the Delhi School Education Act, 1973:
(A) Prior approval of Director was made mandatory for all private colleges only
(B) Section 8(2) was declared unconstitutional for government schools
(C) Section 8(2) was extended to all private coaching centers
(D) Prior approval of Director under Section 8(2) was struck down as inapplicable to unaided minority schools

98. Under Rule 115 of the Delhi School Education Rules, 1973, which authority has the power to place an employee of an aided school under suspension?
(A) The Managing Committee of the school
(B) The Director of Education directly
(C) The Head of School independently
(D) The PTA President

99. Under Section 8(4) of the Delhi School Education Act, 1973, when an employee of an aided school is suspended by the Managing Committee in an emergency case, within how many days must the suspension be communicated to the Director for approval?

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(A) 3 days
(B) 7 days
(C) 15 days
(D) 30 days

100. Consider the following statements regarding suspension of an employee of an aided school under Section 8(4) and 8(5) of the Delhi School Education Act, 1973:
I. Suspension order lapses if not approved by the Director within 15 days from the date of suspension.
II. Suspension order remains valid indefinitely without Director's sanction if a police FIR is lodged.
III. The Director may extend the suspension period beyond 15 days for reasons recorded in writing.
IV. During suspension, the employee is entitled to subsistence allowance as per rules.
Which of the statements given above are correct?
(A) I, III and IV only
(B) I and II only
(C) II and IV only
(D) II, III and IV only

101. Under Rule 120 of the Delhi School Education Rules, 1973, major penalties applicable to an employee include:
(A) Censure and withholding of increments
(B) Dismissal, removal from service, or reduction in rank
(C) Recovery from pay of loss caused to school
(D) Warning in writing

102. Under Rule 118 of the Delhi School Education Rules, 1973, before imposing a major penalty on an employee, what procedure MUST be conducted?
(A) Summary assessment by Manager in 24 hours
(B) Oral reprimand in staff meeting
(C) Secret ballot voting by all teachers
(D) A formal disciplinary inquiry following natural justice principles

103. Under Section 11 of the Delhi School Education Act, 1973, who constitutes the Delhi School Tribunal?
(A) The High Court of Delhi
(B) The Administrator
(C) The Central Government
(D) The Legislative Assembly of Delhi

104. Who is eligible to be appointed as the Presiding Officer of the Delhi School Tribunal under Section 11(2) of the Delhi School Education Act, 1973?
(A) A person who has been a District Judge or has held a judicial office for not less than 7 years
(B) Any Additional Director of Education
(C) Any retired Principal of a Government School
(D) An advocate with 3 years of practice

105. A PGT teacher in a recognized private aided school is dismissed from service by the Managing Committee after a disciplinary inquiry. The order of dismissal was passed without obtaining prior approval of the Director under Section 8(2). The teacher files an appeal before the Delhi School Tribunal. What is the legal consequence of the dismissal order?
(A) The order is valid because private management has full powers after conducting an inquiry
(B) The order is converted into a minor penalty of censure
(C) The tribunal cannot entertain appeals of aided school teachers
(D) The order is illegal and void ab initio due to lack of mandatory prior approval under Section 8(2)

106. Under Section 8(3) of the Delhi School Education Act, 1973, an employee of a recognized private school who is dismissed, removed, or reduced in rank may prefer an appeal to the Delhi School Tribunal within how many days from the date of communication of order?
(A) 30 days
(B) 45 days
(C) 60 days
(D) 90 days

107. Under Section 11(6) of the Delhi School Education Act, 1973, what powers does the Delhi School Tribunal possess while hearing an appeal?
(A) Same powers as are vested in a Civil Court under the Code of Civil Procedure, 1908
(B) Same powers as Criminal Procedure Code for arrest
(C) Administrative powers of the Administrator
(D) Advisory powers only without binding authority

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108. Under the Delhi School Education Rules, 1973, what is the role and status of the Parent-Teacher Association (PTA) in a recognized school?
(A) Statutory governing body replacing the Managing Committee
(B) Trade union representing school staff
(C) Mandatory advisory and consultative body to foster parent-school collaboration
(D) Commercial contractor for supply of school uniforms

109. Under Rule 173 of the Delhi School Education Rules, 1973, collections made for PTA funds must be accounted for under which fund?
(A) Management Fund
(B) Capital Reserve Account
(C) Director's Discretionary Fund
(D) Pupil's Fund

110. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): PTA funds collected from students in Delhi schools cannot be utilized for purchasing assets or capital items for private school management members.
Reason (R): Rule 173 of the Delhi School Education Rules, 1973 mandates that Pupil's Fund and PTA funds must be strictly utilized for student welfare and co-curricular activities.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

111. Under Section 16(1) of the Delhi School Education Act, 1973, admissions to recognized schools shall be made in accordance with:
(A) Direct instructions of private school owners
(B) Merit list based strictly on written entrance tests for Nursery
(C) Rules made by the Administrator under the Act
(D) Recommendations of local political representatives

112. Under Section 13 of the Delhi School Education Act, 1973 and RTE Act Section 13 applicable to Delhi, what screening procedure is permitted for admission of children at the entry level (Pre-school/Pre-primary/Class I)?
(A) Written test for child and interview of parents
(B) Interview of child and rating scale for parent income
(C) Psychometric testing of child only
(D) No screening procedure or capitation fee is permitted

113. Under Rule 135 of the Delhi School Education Rules, 1973, what is the minimum age requirement for admission to Class I in a recognized school in Delhi?
(A) 4 years
(B) 5 years (or 6 years as aligned with NEP 2020 guidelines)
(C) 3 years
(D) 7 years

114. Under Rule 138 of the Delhi School Education Rules, 1973, which document serves as valid proof of age for admission of a child into a school?
(A) Birth certificate issued by Municipal Corporation/local authority or declaration under oath where birth certificate is unavailable
(B) Certificate from a private hospital only
(C) Passport issued by Foreign Ministry exclusively
(D) Property ownership deed of parents

115. Consider the following statements regarding admission rules in Delhi under the Delhi School Education Act, 1973 and RTE Act:
I. No child shall be denied admission in a school for lack of age proof.
II. No child admitted to a school shall be held back in any class or expelled until the completion of elementary education (Class VIII).
III. Screening tests for 3-year-olds are mandatory for Nursery admissions in private schools.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

116. When land is allotted by DDA to private educational societies at concessional institutional rates, which specific condition ("land clause") is mandatory under DoE/DDA norms?
(A) 50% seats reserved for DDA employees
(B) 25% seats reserved for EWS/DG category free of cost and prior DoE sanction required

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for fee hike
(C) Free higher education up to Ph.D. level for local residents
(D) No fee shall ever be charged from any student

117. Under Rule 50(1) of the Delhi School Education Rules, 1973, school premises and land allotted to a recognized private school MUST be utilized exclusively for:
(A) Educational purposes and activities connected with the school
(B) Commercial marriage banquets in evening hours
(C) Political party rallies and election offices
(D) Commercial shopping complex development

118. What action can the Director of Education take under Section 24 read with Rule 56 if a private recognized school uses its building and premises for unauthorized commercial activities?
(A) Issue a warning and double the tuition fee
(B) Convert the school into a public park
(C) Take no action as school premises are private property
(D) Issue notice for withdrawal of recognition and report land violation to DDA/L&DO

119. Under Rule 50(2) of the Delhi School Education Rules, 1973, can a recognized school run commercial coaching classes or unauthorized evening shifts for non-school students on its premises during school hours?
(A) No, it is strictly prohibited
(B) Yes, without any permission
(C) Yes, if 10% fee is paid to government
(D) Yes, if approved by local police station

120. Consider the following statements regarding the land allotment norms for recognized private schools in Delhi:
I. Land is allotted by land-owning agencies (DDA/L&DO) on concessional rates for educational purpose.
II. Society cannot transfer, sublet, or sell the land allotted for school.
III. Failure to adhere to land allotment conditions can lead to cancellation of lease deed.
IV. School premises can be leased out for commercial call centers at night.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

121. Under Section 24(1) of the Delhi School Education Act, 1973, every recognized school shall be inspected at least how many times in an academic year?
(A) Once in every 3 years
(B) At least once in a year
(C) Twice every month
(D) Only upon receiving written complaints

122. Under Rule 190 of the Delhi School Education Rules, 1973, who is the inspecting officer for secondary and senior secondary schools under Directorate of Education?
(A) The Municipal Councillor
(B) The Head of another private school
(C) The Education Officer / District Deputy Director of Education (DDE)
(D) The Sub-Divisional Magistrate (SDM)

123. Under Rule 192 of the Delhi School Education Rules, 1973, after conducting an inspection of a recognized school, what must the Inspecting Officer do?
(A) Keep notes confidential without recording
(B) Submit the report directly to the High Court
(C) Publish the report in national newspapers
(D) Send a copy of the inspection report to the Head of School / Management and the Director

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124. Under Rule 194 of the Delhi School Education Rules, 1973, within what time limit must the Head of School / Manager submit an "Action Taken Report" on the defects pointed out in the inspection report?
(A) 7 days
(B) 30 days (or timeframe specified by Director)
(C) 90 days
(D) 1 year

125. During an annual inspection under Section 24 of the Delhi School Education Act, 1973, an Inspecting Officer discovers severe financial irregularities, unapproved teacher appointments, and unhygienic drinking water facilities in an aided school. The Principal argues that inspection is merely advisory and no binding orders can be passed. As per Section 24(3) of the Act, what can the Director do?
(A) Accept the Principal's argument as inspection is purely advisory
(B) Directly transfer the students to private coaching centers
(C) Issue directions to rectify defects within

a specified time, failing which grant-in-aid can be stopped/reduced or recognition withdrawn
(D) Dissolve the Legislative Assembly of Delhi

126. Under Section 25 of the Delhi School Education Act, 1973, what is the bar of jurisdiction regarding Civil Courts?
(A) Civil Courts have unlimited power to stay any order passed under DSEA 1973
(B) Civil Courts can entertain appeals against teacher dismissals directly
(C) Civil Courts fix tuition fees for private schools
(D) No Civil Court shall have jurisdiction in respect of any matter in relation to which the Administrator or Director is empowered by or under this Act

127. Under Section 27 of the Delhi School Education Act, 1973, if any person fails to comply with any order made under the Act or rules, what is the maximum penalty of imprisonment prescribed?
(A) Up to 1 month
(B) Up to 3 months
(C) Up to 1 year
(D) Up to 3 years

128. Under Section 27 of the Delhi School Education Act, 1973, what is the maximum fine amount prescribed for non-compliance of orders passed under the Act?
(A) Up to Rs. 100
(B) Up to Rs. 1,000 (or fine as amended per statutory provisions)
(C) Up to Rs. 50,000
(D) Up to Rs. 5,00,000

129. Under Section 28 of the Delhi School Education Act, 1973, rules made by the Administrator must be laid before Parliament/Legislative Assembly for a total period of:
(A) 14 days
(B) 30 days
(C) 60 days
(D) 90 days

130. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Civil Courts are barred under Section 25 of the Delhi School Education Act, 1973 from entertaining suits concerning dismissal or removal of employees of recognized schools.
Reason (R): Section 11 of the Delhi School Education Act, 1973 creates a specialized judicial forum, the Delhi School Tribunal, to adjudicate service disputes of employees of recognized private schools.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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131. Which amendment or policy addition incorporated compulsory reservation of 25% seats for Economically Weaker Section (EWS) / Disadvantaged Group (DG) children in entry-level classes in recognized private unaided schools in Delhi?
(A) National Education Policy 1986
(B) Delhi Municipal Corporation Amendment 1995
(C) Delhi School Education (Amendment) Act / RTE Act 2009 read with Delhi RTE Rules 2011
(D) University Grants Commission Act 1956

132. In which major judicial decisions was the Delhi School Education Act, 1973 interpreted regarding fee regulation and audit of school accounts?
(A) Delhi High Court and Supreme Court of India
(B) International Court of Justice
(C) Central Administrative Tribunal
(D) National Consumer Disputes Redressal Commission

133. Which Chapter of the Delhi School Education Rules, 1973 deals with "Conditions of Recognition of Private Schools"?
(A) Chapter I
(B) Chapter IV
(C) Chapter IV-A
(D) Chapter II

134. Which Chapter of the Delhi School Education Rules, 1973 explicitly deals with "Terms and Conditions of Service of Employees of Recognized Private Schools"?
(A) Chapter VIII
(B) Chapter VI
(C) Chapter X
(D) Chapter IV

135. Consider the following chapters of the Delhi School Education Rules, 1973:
I. Chapter II - Recognition of Schools.
II. Chapter III - School Property.
III. Chapter IV - Terms and Conditions of Service of Employees.
IV. Chapter VI - Admission to Schools and Fees.
Which of the above pairs are correctly matched with their subject matter?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

136. Under Rule 96 of the Delhi School Education Rules, 1973, minimum qualifications for appointment of teachers in recognized schools shall be those specified by:
(A) Individual school principals
(B) Parent Associations
(C) The Director from time to time / NCTE norms
(D) Local Municipal Ward Councillors

137. Under Rule 110 of the Delhi School Education Rules, 1973, what is the age of retirement on superannuation for a teacher/employee in a recognized private school?
(A) 58 years
(B) 60 years
(C) 62 years
(D) 65 years

138. Under Rule 110(2) of the Delhi School Education Rules, 1973, can a teacher who attains the age of superannuation (60 years) during an academic session be re-employed / extended till the end of the academic session?
(A) No, retirement takes effect on the exact day of birth
(B) Yes, to avoid disruption in teaching, subject to fitness and approval guidelines
(C) Yes, automatically for 5 additional years
(D) No, unless sanctioned by the President of India

139. Under Rule 151 of the Delhi School Education Rules, 1973, which of the following registers is MANDATORY to be maintained by every recognized school?
(A) Admission Register and General Register of Pupils
(B) Teacher Attendance Register
(C) Cash Book and Fee Receipt Registers
(D) All of the above

140. Consider the following records required to be maintained under Rule 151 of the Delhi School Education Rules, 1973:
I. Service Books of all employees.
II. Cumulative Record Card for each student.
III. Stock Register of property and equipment.
IV. Account Register of Pupil's Fund.
Which of the records listed above are statutory requirements for a school?
(A) I and II only
(B) III and IV only
(C) I, III and IV only
(D) I, II, III and IV

141. Under Rule 59 of the Delhi School Education Rules, 1973, every private recognized school must frame a "Scheme of Management". Who must sanction/approve this Scheme of Management?
(A) The Central Board of Secondary Education
(B) The Director of Education
(C) The Ministry of Home Affairs
(D) The Municipal Corporation

142. Under Section 13 of the Delhi School Education Act, 1973, if a recognized school collects capitation fee from a parent, what is the statutory status of such action?
(A) Legally valid if receipt is issued
(B) Valid if approved by PTA
(C) Illegal and an offence punishable under Section 27
(D) Valid if deposited into government treasury

143. Under Rule 170 of the Delhi School Education Rules, 1973, if a student leaves the school during the middle of a term after giving due notice, what is the rule regarding refund of security deposit / caution money?
(A) Forfeited permanently by the management
(B) Transferred to teacher welfare fund
(C) Sent to CBSE as penalty
(D) Refundable in full within prescribed time after deducting legitimate dues

144. Under Rule 153 of the Delhi School Education Rules, 1973, who fixes the academic calendar, total working days, and vacation schedules for schools in Delhi?
(A) The Director of Education, GNCTD
(B) Individual private school managers independently
(C) Central Board of Secondary Education

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(D) National Council of Educational Research and Training (NCERT)

145. A Vice-Principal of a private aided school is served a notice of compulsory retirement by the Manager without holding a formal inquiry under Rule 118 or seeking prior approval of the Director under Section 8(2). The Vice-Principal approaches the Delhi School Tribunal. The Manager argues that "compulsory retirement" is not "dismissal" or "removal", so Section 8(2) and Section 11 do not apply. What is the legal standing of the Manager's argument?
(A) Correct, compulsory retirement is outside tribunal jurisdiction
(B) Incorrect, compulsory retirement amounts to termination/reduction in rank, attracting mandatory prior approval under Section 8(2) and tribunal jurisdiction under Section 11
(C) Correct, as private aided schools are free to retire any staff at will
(D) Incorrect, but only High Court can hear this, not Tribunal

146. Under Rule 154 of the Delhi School Education Rules, 1973, what is the minimum number of working days prescribed for Secondary and Senior Secondary schools in an academic year in Delhi?
(A) 180 days
(B) 200 days
(C) 220 days
(D) 250 days

147. Under Rule 155 of the Delhi School Education Rules, 1973, what is the minimum instructional hours per week required for teachers in Delhi schools?
(A) 30 hours
(B) 45 hours (including preparation hours as per RTE norms)
(C) 20 hours
(D) 50 hours

148. Can a Civil Court issue an injunction against the Directorate of Education to stop the takeover of a school under Section 20 of the Delhi School Education Act, 1973?
(A) Yes, Civil Court has full jurisdiction
(B) No, Section 25 explicitly bars Civil Courts from issuing injunctions in respect of actions taken under the Act
(C) Yes, if the school pays a court fee
(D) Yes, with permission of the local MLA

MCQGPT

149. Under Section 11 of the Delhi School Education Act, 1973, the order passed by the Delhi School Tribunal on an appeal filed by an employee shall be:
(A) Interlocutory and subject to review by Director
(B) Advisory only
(C) Subject to approval by Municipal Commissioner
(D) Final and binding on both parties

150. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The Directorate of Education, GNCTD can order a financial audit of the accounts of a private unaided recognized school under the Delhi School Education Act, 1973.
Reason (R): Under Section 17 and Rule 180 of the Delhi School Education Rules, 1973, DoE is empowered to prevent commercialization and siphoning off of school funds.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

151. Under Section 2(c) of the Delhi School Education Act, 1973, "appropriate authority" in relation to a school established or managed by the Delhi Development Authority or Central Government means:
(A) The Municipal Corporation of Delhi
(B) The New Delhi Municipal Council
(C) The Central Government
(D) The Delhi Cantonment Board

152. Under Rule 44(2) of the Delhi School Education Rules, 1973, every application for recognition of a school shall be addressed to:
(A) The Administrator
(B) The Education Minister
(C) The Chief Secretary
(D) The Director of Education

153. Under Section 4(1)(a) of the Delhi School Education Act, 1973, a school seeking recognition must show that it has adequate funds to ensure

its financial stability and to pay the salaries of its staff for at least how many months?
(A) 3 months
(B) 4 months
(C) 6 months
(D) 12 months

154. Under Section 4(5) of the Delhi School Education Act, 1973, every recognized school shall be entitled to present its students for public examinations conducted by:
(A) The examining body with which it is affiliated (e.g., CBSE)
(B) Any unregistered local examination body
(C) Open university study centers
(D) Foreign examination syndicates without approval

155. Consider the following statements regarding "unrecognized schools" operating in Delhi:
I. Students of unrecognized schools are barred from appearing in public board examinations as regular students.
II. Operating an unrecognized school is a punishable offence under Section 27 of the Delhi School Education Act, 1973.
III. Unrecognized schools can grant valid Transfer Certificates accepted by Government schools without counter-signature.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

156. Under Rule 47 of the Delhi School Education Rules, 1973, if recognition is granted to a school, how long does the provisional recognition remain valid unless extended or made permanent?
(A) 6 months
(B) 1 year
(C) 3 years
(D) 5 years

157. Under Section 3(2) of the Delhi School Education Act, 1973, the Administrator may establish and maintain such number of schools in Delhi as he may consider necessary. These schools are categorized as:
(A) Government Schools
(B) Aided Schools
(C) Special Trust Schools
(D) Autonomous Schools

158. Under Section 6 of the Delhi School Education Act, 1973, what happens to grant-in-aid if an aided school continuously fails to maintain prescribed educational standards?
(A) It is increased to motivate management
(B) It is transferred directly to the Manager's personal account
(C) It is converted into a interest-free loan
(D) It may be stopped, reduced, or suspended by the Director

159. Under Rule 62 of the Delhi School Education Rules, 1973, what is the maximum duration for which a Managing Committee of a private school can be constituted under its Scheme of Management?
(A) 1 year
(B) 3 years
(C) 5 years
(D) Permanent life tenure

160. Consider the following statements regarding the powers of the Director under Section 20 of the Delhi School Education Act, 1973 (Takeover of Management):
I. Management takeover can occur if the school management indulges in gross financial irregularities.
II. Before taking over management, a show-cause notice must be given to the managing committee.
III. Takeover period can be extended up to 5 years in aggregate.
IV. Upon takeover, the Director appoints an Administrator/Authorized Officer to manage the school.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, II, III and IV
(C) III and IV only
(D) I and IV only

161. Under Section 23 of the Delhi School Education Act, 1973, the Administrator may constitute an Advisory Board for education. What is the main function of this Board?
(A) To conduct annual examinations of Class X
(B) To appoint PGT teachers in Government schools
(C) To audit income tax returns of private school owners
(D) To advise the Administrator on matters of policy relating to education in Delhi

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162. Under Section 17(2) of the Delhi School Education Act, 1973, no fee shall be charged from any student in an aided school without the prior approval of:
(A) The Central Board of Secondary Education
(B) The Director
(C) The Union Home Minister
(D) The Parent-Teacher Association

163. Under Rule 175 of the Delhi School Education Rules, 1973, what is the mandatory requirement for auditing the accounts of a recognized private school?
(A) Accounts do not require any audit
(B) Audit can be done by any teacher of the school
(C) Accounts must be audited annually by a Chartered Accountant
(D) Audit is required only once in 10 years

164. Under Section 18(2) of the Delhi School Education Act, 1973, the "Development Fund" created in an aided school shall be utilized exclusively for:
(A) Development and expansion of school facilities
(B) Payment of salaries of teachers
(C) Distribution of dividend to trust members
(D) Foreign travel of school manager

165. A private unaided recognized school in Delhi announces a 30% increase in tuition fee in the middle of the academic session without filing a fee statement under Section 17(3) or getting approval. Parents lodge a complaint with the Fee Anomalies Committee. What legal remedy can the Fee Anomalies Committee / DoE enforce?
(A) Direct the school to roll back the hike and refund/adjust the excess fee collected
(B) Declare mid-session fee hikes mandatory
(C) Transfer all complaining parents to other districts
(D) Close down the Fee Anomalies Committee

166. Under Rule 180 of the Delhi School Education Rules, 1973, every recognized private unaided school must submit an annual return of income and expenditure to the Director within how many months of the close of the financial year?
(A) 1 month
(B) 3 months
(C) 4 months (or by 31st July)
(D) 12 months

MCQGPT

167. Under Section 10(2) of the Delhi School Education Act, 1973, if an aided school defaults in paying salaries to its employees as per statutory scales, what action can the Director take?
(A) Direct the employees to work for free
(B) Close down all government schools in that zone
(C) Pay the salary directly to employees and deduct the amount from the grant-in-aid payable to the school
(D) Convert the school into a private commercial coaching hub

168. Under Rule 96(3)(a) of the Delhi School Education Rules, 1973, the Selection Committee for recruitment of a Head of School in an aided school includes:
(A) Only the School Manager and Vice-Principal
(B) Members of the Municipal Corporation exclusively
(C) Chief Minister's nominee
(D) The Chairman of the Managing Committee, two nominees of Director, and an expert

169. Under Rule 98(1) of the Delhi School Education Rules, 1973, who is the appointing authority for employees in a private recognized aided school?
(A) The Managing Committee
(B) The Director of Education directly
(C) The UPSC
(D) The Staff Selection Commission

170. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Termination of service of a probationer in an aided school before completion of probation period requires prior approval of the Director under Section 8(2) / Rule 98.
Reason (R): Section 8(2) applies to all forms of termination of service of permanent as well as probationary employees in aided private schools.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

171. Under Rule 105 of the Delhi School Education Rules, 1973, what is the maximum period of probation that can be prescribed for a head of school or teacher in a private recognized school?

(A) One year, extendable by one more year
(B) Three years non-extendable
(C) Five years
(D) Six months non-extendable

172. Under Rule 113 of the Delhi School Education Rules, 1973, every employee of a recognized private school shall be governed by the Code of Conduct prescribed in:
(A) Rule 123
(B) Rule 50
(C) Rule 180
(D) Rule 200

173. Under Rule 120(1) of the Delhi School Education Rules, 1973, which penalty among the following is categorized as a "minor penalty"?
(A) Recovery from pay of the whole or part of any pecuniary loss caused to the school by negligence
(B) Dismissal from service
(C) Removal from service
(D) Reduction to a lower rank or grade

174. Under Rule 120(1) of the Delhi School Education Rules, 1973, which penalty among the following is categorized as a "major penalty"?
(A) Censure
(B) Withholding of increment of pay
(C) Reduction in rank or compulsory retirement
(D) Warning letter

175. Consider the following statements regarding the Disciplinary Authority for aided private schools under the Delhi School Education Rules, 1973:
I. The Managing Committee is the Disciplinary Authority.
II. Disciplinary Action Committee must include a nominee of the Director.
III. Major penalties require prior approval of the Director under Section 8(2).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

176. Under Section 8(5) of the Delhi School Education Act, 1973, if the Director disapproves the suspension of an employee of an aided school, what is the immediate effect on the employee?
(A) The employee shall be deemed to have been reinstated with full pay and allowances from the date of suspension
(B) The employee is demoted to a lower post
(C) The employee is placed on compulsory leave without pay
(D) The employee must file a fresh lawsuit in Civil Court

177. Under Section 11(1) of the Delhi School Education Act, 1973, the Delhi School Tribunal consists of how many members?
(A) One Presiding Officer
(B) Three judicial members
(C) Five members including Director
(D) Seven members

178. What is the effect of an order passed by the Delhi School Tribunal under Section 11 of the Delhi School Education Act, 1973 if a school management refuses to implement it?
(A) The order is unenforceable
(B) The management can be prosecuted under Section 27 for non-compliance and faces proceedings for contempt / execution
(C) The tribunal order lapses after 30 days
(D) The employee loses the job permanently

179. Under Rule 173 of the Delhi School Education Rules, 1973, what is the ceiling on the balance that can be carried forward in the Pupil's Fund at the end of the financial year without specific sanction of Director?
(A) Rs. 5,000
(B) Prescribed statutory limit / unspent balance rules under DoE guidelines
(C) Unlimited amount
(D) Zero balance (all money must be spent)

180. Consider the following statements regarding the Parent-Teacher Association (PTA) under DSER guidelines:
I. Executive body of PTA includes parents and teachers in balanced proportion.
II. Head of School is the ex-officio Patron/ President of PTA.
III. PTA funds can be used for building commercial shops.
IV. PTA promotes active involvement of parents in school development.
Which of the statements given above are correct?
(A) I, II and IV only
(B) III and IV only
(C) I and III only
(D) I, II, III and IV

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181. Under Section 16(1) of the Delhi School Education Act, 1973, admissions to recognized schools shall be made in accordance with:
(A) Direct instructions of private school owners
(B) Merit list based strictly on written entrance tests for Nursery
(C) Rules made by the Administrator under the Act
(D) Recommendations of local political representatives

182. Under Rule 133 of the Delhi School Education Rules, 1973, what is the rule regarding admission of children from unrecognized schools into recognized schools?
(A) They are directly admitted to Class XII
(B) They can be admitted up to Class VIII subject to age criteria and testing/verification as per rules
(C) They are permanently barred from entering recognized schools
(D) They require approval from Union Home Ministry

183. Under Section 13 of the Delhi School Education Act, 1973, if a private school charges capitation fee during admission, what penalty can be imposed on the school under RTE/DSEA norms?
(A) Nominal warning letter
(B) Cancellation of teacher licenses
(C) Fine up to 10 times the capitation fee charged
(D) Transfer of school to another State

184. Under Rule 145 of the Delhi School Education Rules, 1973, when can a student's name be struck off the school rolls for unauthorized absence?
(A) Absence without leave for continuous 15 working days (after due notice)
(B) Absence for 1 day
(C) Absence during sports day
(D) Failure to pay fine within 2 hours

185. A student belonging to the Economically Weaker Section (EWS) is granted admission under the 25% quota under Section 12(1)(c) of RTE Act read with Delhi rules. The school management demands Rs. 10,000 as annual "smart classroom charge" and "activity fee" from the EWS student. The parent approaches the DoE. What rule governs this scenario?
(A) EWS students must pay all extra activity charges like general category
(B) EWS students are entitled to completely free education including tuition, books, uniform, and no additional fees can be levied
(C) The school can charge 50% from EWS students
(D) EWS students can be expelled if they fail to pay activity fee

186. Under Rule 50(1)(g) of the Delhi School Education Rules, 1973, a condition for recognition is that the school building and land shall not be used for:
(A) Commercial, political, or non-educational activities
(B) Conducting CBSE public board examinations
(C) School annual day celebrations
(D) Inter-school sports competitions

MCQGPT

187. Under DDA institutional land allotment lease conditions for schools, what happens if a private management fails to build a recognized school within the stipulated time frame on the allotted land?
(A) DDA can cancel the lease deed and re-enter the property
(B) Management can build a hotel instead
(C) Land automatically becomes freehold residential property
(D) No action can be taken

188. Under Rule 50 of the Delhi School Education Rules, 1973, can a private school management run two separate schools in two different shifts under the SAME recognition without specific approval of the Director?
(A) Yes, double shift is automatically permitted
(B) No, running a second shift requires explicit prior permission/recognition from the Director
(C) Yes, if approved by local municipal ward member
(D) Yes, if fees are doubled

189. Under Rule 191 of the Delhi School Education Rules, 1973, the inspection of a school shall cover which of the following aspects?
(A) Academic standards, instructional quality, and maintenance of registers
(B) Health, sanitation, and safety of students
(C) Financial accounts and utilization of funds
(D) All of the above

190. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):

Assertion (A): Surprise inspections of any recognized school can be conducted by authorized officers of Directorate of Education under Section 24 of the Delhi School Education Act, 1973.
Reason (R): Routine annual inspection is mandatory, but surprise inspections serve to check sudden violations of rules, financial irregularities, and safety lapses.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

191. Under Rule 193 of the Delhi School Education Rules, 1973, the inspection report prepared by the Inspecting Officer must be sent to the school within how many days of the inspection?
(A) 7 days
(B) 15 days
(C) 30 days
(D) 90 days

192. Under Section 11(3) of the Delhi School Education Act, 1973, who provides the clerical and administrative staff required for the functioning of the Delhi School Tribunal?
(A) The High Court of Delhi
(B) The Administrator / Directorate of Education
(C) The Central Board of Secondary Education
(D) Union Public Service Commission

193. Under Section 8(3) of the Delhi School Education Act, 1973, can an employee of an UNAIDED private school file an appeal before the Delhi School Tribunal against dismissal or removal?
(A) No, Tribunal is for aided schools only
(B) Yes, the Supreme Court confirmed that employees of unaided private schools also have remedy before Delhi School Tribunal
(C) No, unaided employees can only go to Labour Court
(D) Yes, but only with permission of Manager

194. Under Section 27 of the Delhi School Education Act, 1973, who can file a complaint in court for taking cognizance of an offence committed under the Act?
(A) Any member of the general public without authorization
(B) The Director or an officer authorized by him in this behalf
(C) A private advocate
(D) The President of Student Union

195. Consider the following statements regarding statutory remedies under the Delhi School Education Act, 1973:
I. Delhi School Tribunal handles employee grievances regarding dismissal, removal, and reduction in rank.
II. Appeals against refusal or withdrawal of school recognition lie to the Administrator under Section 4(3).
III. Fee-related grievances can be reviewed by the Fee Anomalies Committee.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

196. Under Section 28(2)(a) of the Delhi School Education Act, 1973, the Administrator may make rules prescribing:
(A) The manner in which education may be regulated in Delhi
(B) The conditions which every recognized school shall fulfill
(C) The recruitment, qualifications, and pay scales of teachers
(D) All of the above

197. Under Rule 114 of the Delhi School Education Rules, 1973, code of conduct violations by a teacher in a recognized private school can lead to disciplinary action initiated by:
(A) The Disciplinary Authority / Managing Committee
(B) The Student Cabinet
(C) The Local Police Station directly
(D) The CBSE Examination Branch

198. Under Rule 103 of the Delhi School Education Rules, 1973, every employee of a recognized private school shall be entitled to leave in accordance with:
(A) Leave rules framed by the Administrator / applicable Central Civil Services (Leave) Rules as adapted
(B) Discretionary oral sanction of Manager without records
(C) Labor Union agreements
(D) Commercial company leave rules

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199. Under Rule 108 of the Delhi School Education Rules, 1973, every employee of a recognized private school shall maintain a Service Book containing:
(A) Complete history of service, leave records, salary scale, and performance entries
(B) Personal details of student marks only
(C) Family property details exclusively
(D) Political affiliation records

200. Consider the following statements regarding teacher qualifications under the Delhi School Education Rules, 1973:
I. Minimum qualifications for teachers are specified in accordance with NCTE guidelines.
II. Teacher Eligibility Test (TET / CTET) pass is mandatory for elementary teachers under RTE/DSER.
III. Unaided private schools can hire unqualified teachers if they pay lower salary.
IV. Relaxations in qualification can only be granted by competent statutory authority.
Which of the statements given above are correct?
(A) I, II and IV only
(B) III and IV only
(C) I and III only
(D) I, II, III and IV

201. Under Rule 156 of the Delhi School Education Rules, 1973, what is the maximum number of local holidays that the Head of School can declare in an academic year?
(A) 2 days
(B) 7 days (or as specified annually by Directorate guidelines)
(C) 15 days
(D) 30 days

202. Under Rule 157 of the Delhi School Education Rules, 1973, detailed daily records of attendance of students MUST be maintained by:
(A) The Class Teacher on every working day
(B) The School Security Guard
(C) The PTA President
(D) The District Magistrate

203. Under Section 14 of the Delhi School Education Act, 1973, what is the restriction placed on private recognized schools regarding capitation fee and donations?
(A) Capitation fee up to Rs. 10,000 is allowed
(B) Donations can be collected if spent on Principal's house
(C) Capitation fee is allowed during mid-term admissions only
(D) No school shall collect any capitation fee or compulsory donation from students or parents

204. Under Rule 170 of the Delhi School Education Rules, 1973, fees paid by a student who withdraws from school before attending any class after admission MUST be refunded after deducting:
(A) Full annual tuition fee
(B) Only prescribed admission fee / administrative charges as per DoE norms
(C) 50% of building fund
(D) Nothing (zero refund permitted)

205. An employee of an aided school is placed under suspension on allegations of financial misconduct. The Managing Committee fails to send the suspension proposal to the Director of Education within 15 days. On the 20th day, the Manager refuses to allow the employee to resume duty. What is the legal status under Section 8(4)/8(5) of the Delhi School Education Act, 1973?
(A) The suspension automatically lapsed on the 15th day, and the employee is deemed to be on active duty with full pay entitlement
(B) The suspension remains valid until the Manager decides
(C) The employee is deemed dismissed from service
(D) The matter is automatically referred to Union Home Ministry

206. Under Section 12 of the Delhi School Education Act, 1973, which authority is responsible for preparing and maintaining a senior-level list of teachers for promotion in Government schools?
(A) Private School Management Association
(B) Directorate of Education, GNCTD
(C) Central Board of Secondary Education
(D) Municipal Corporation of Delhi

207. Under Rule 107 of the Delhi School Education Rules, 1973, promotion of employees in aided schools shall be made on the basis of:
(A) Seniority-cum-merit
(B) Pure lottery drawing
(C) Payment of promotion fee to Manager
(D) Political nomination

208. Under Rule 112 of the Delhi School Education Rules, 1973, Confidential Reports (APAR/

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ACR) of teachers in aided private schools shall be written annually by:
(A) The Head of School and reviewed by the Manager/Managing Committee
(B) The PTA Secretary
(C) The Student Council Leader
(D) An independent auditing firm

209. Under Section 24(4) of the Delhi School Education Act, 1973, who bears the cost of inspection conducted by the Directorate of Education?
(A) The Government / Directorate of Education
(B) The students of the school
(C) The individual teachers inspected
(D) The local municipal councillor

210. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): No civil suit or legal proceeding shall lie against the Administrator, Director, or any officer for anything done in good faith under the Delhi School Education Act, 1973.
Reason (R): Section 26 of the Delhi School Education Act, 1973 provides indemnity protection to public servants acting in good faith under the Act.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

211. Under Rule 59(1)(e) of the Delhi School Education Rules, 1973, how many nominees of the Director shall be included in the Managing Committee of an AIDED private school?
(A) Two nominees
(B) Five nominees
(C) Ten nominees
(D) Zero nominees

212. Under Rule 59(1)(f) of the Delhi School Education Rules, 1973, how many nominees of the Director shall be included in the Managing Committee of an UNAIDED private school?
(A) Two nominees (or as specified under rules/ court modifications)
(B) Seven nominees
(C) Fifteen nominees
(D) None

213. Under Section 10(1) of the Delhi School Education Act, 1973, pay parity of teachers of private aided schools with Government school teachers includes:
(A) Basic pay, Dearness Allowance, HRA, Transport Allowance, and medical benefits
(B) Basic pay only without allowances
(C) Allowances only without basic pay parity
(D) Honorarium decided by Manager

214. If a private aided school fails to maintain pay parity as mandated under Section 10(1) of the Delhi School Education Act, 1973, what judicial remedy is available to teachers?
(A) Filing a writ petition under Article 226 in the Delhi High Court for enforcement of statutory duty under Section 10
(B) Filing a petition in Consumer Forum
(C) Approaching the International Labour Organization
(D) No remedy is available

215. Consider the following statements regarding the Delhi School Education Act, 1973:
I. It applies to all schools in the Union Territory of Delhi.
II. Unrecognized schools are illegal under Section 3.
III. Managing committees must follow approved Schemes of Management under Section 5.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

MCQGPT

216. Under Rule 60 of the Delhi School Education Rules, 1973, the Scheme of Management of every recognized private school must make explicit provision for:
(A) Constitution of the Managing Committee and its duties
(B) Duties of Manager and Head of School
(C) Financial management and accounting procedures
(D) All of the above

217. Under Rule 64 of the Delhi School Education Rules, 1973, if the Director finds that the Scheme of Management of a school is inconsistent with the Act, what direction can he give?
(A) Direct the Managing Committee to amend the Scheme of Management within a specified timeframe

(B) Immediately cancel the school land lease
(C) Arrest the Principal
(D) Transfer the school to another State

218. Under Section 8(4) of the Delhi School Education Act, 1973, prior approval of the Director for suspension of an employee of an aided school is NOT required if suspension is ordered in:
(A) An emergency situation involving gross misconduct or moral turpitude, subject to post-facto approval within 15 days
(B) Every case without exception
(C) Cases where the teacher asks for suspension
(D) Routine administrative reshuffles

219. What is the effect if the Managing Committee of an aided school fails to submit a suspension proposal for post-facto approval within 15 days under Section 8(4) of the Delhi School Education Act, 1973?
(A) The suspension order lapses and becomes completely void
(B) The suspension is extended automatically by 6 months
(C) The employee is deemed dismissed
(D) The Director is fined

220. Consider the following statements regarding the execution of orders of the Delhi School Tribunal:
I. Orders of the Tribunal are final and binding under Section 11(4).
II. Non-compliance with Tribunal orders constitutes an offence under Section 27.
III. High Court can enforce Tribunal orders under contempt jurisdiction / writ jurisdiction.
IV. Managing committee can ignore Tribunal orders if board results are good.
Which of the statements given above are correct?
(A) I, II and III only
(B) IV only
(C) II and IV only
(D) I and IV only

221. Under Rule 121 of the Delhi School Education Rules, 1973, who constitutes the Inquiry Committee for conducting a disciplinary inquiry against a teacher in an aided school?
(A) Disciplinary Committee comprising Chairman of Managing Committee, Manager, Head of School, teacher representative, and Director's nominee
(B) A single private auditor
(C) The PTA Vice-President alone
(D) The local Police Inspector

222. Under Rule 121(2) of the Delhi School Education Rules, 1973, if the disciplinary inquiry is against the Head of School, who replaces the Head of School in the Inquiry Committee?
(A) A senior Principal of another recognized school nominated by the Managing Committee/Director
(B) The Head of School himself
(C) The school Head Clerk
(D) A student representative

223. Under Rule 123(1)(a) of the Delhi School Education Rules, 1973, a teacher shall NOT:
(A) Knowingly or wilfully neglect his duties
(B) Propagate communal, caste, or sectarian feelings
(C) Discriminate against any student on grounds of religion, caste, gender, or place of birth
(D) All of the above

224. Under Rule 123(1)(k) of the Delhi School Education Rules, 1973, a teacher shall not accept any commercial tutoring or private tuition because:
(A) It creates conflict of interest and violates statutory Code of Conduct
(B) It is allowed during summer vacations only
(C) It is allowed if 50% commission is paid to Principal
(D) It is encouraged by DoE

225. A teacher in an aided private school in Delhi takes up part-time employment as a paid consultant for an online coaching company without written permission from the Managing Committee or DoE. Upon discovery, the management initiates disciplinary proceedings under Rule 120 for violation of Rule 123 (Code of Conduct). The teacher contends that private time after school hours is outside school jurisdiction. As per the Delhi School Education Rules, 1973, is the teacher's contention correct?
(A) Yes, teachers have full liberty outside school hours
(B) No, engaging in private employment/ consultancy without permission violates Rule 123 and constitutes misconduct justifying disciplinary action
(C) Yes, provided no school textbooks are used
(D) No, but only fine up to Rs. 10 can be levied

226. Under Rule 100 of the Delhi School Education Rules, 1973, what is the standard requirement

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for medical fitness prior to initial appointment of an employee in a recognized private school?
(A) Certificate of medical fitness from a recognized government medical officer/civil surgeon
(B) Self-declaration of fitness on plain paper
(C) Fitness certificate from a local chemist
(D) No medical fitness certificate is required

227. Under Rule 101 of the Delhi School Education Rules, 1973, what is the requirement regarding character verification of an employee prior to regular appointment?
(A) Verification of character and antecedents through police authorities
(B) Oral reference from two friends
(C) Recommendation from local shopkeeper
(D) No character verification is allowed

228. Under Rule 102 of the Delhi School Education Rules, 1973, what is the rule regarding the age limit for direct recruitment to teaching posts in recognized private schools?
(A) Same as the age limits prescribed for corresponding posts in Government schools run by Directorate of Education
(B) Up to 70 years for all posts
(C) Minimum 18 years, no upper limit
(D) Fixed at 25 years strictly for all categories

229. Under Rule 109 of the Delhi School Education Rules, 1973, what is the requirement for maintaining the Annual Performance Assessment Report (APAR) / ACR of teachers?
(A) Maintained annually in prescribed format to evaluate performance, integrity, and teaching ability
(B) Maintained once in 10 years
(C) Recorded only if teacher fails a class
(D) Maintained by student monitor

230. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Under the Delhi School Education Rules, 1973, a permanent teacher in an aided school cannot be retrenched due to closure of a class/section without prior approval of the Director.
Reason (R): Rule 106 of the Delhi School Education Rules, 1973 protects permanent employees against arbitrary retrenchment and requires absorption options or prior sanction.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

231. Under Rule 106 of the Delhi School Education Rules, 1973, if an aided school closes down or reduces sections resulting in surplus staff, what is the role of the Director?
(A) The Director may absorb the surplus permanent staff into other government or aided schools subject to availability of vacancies
(B) The Director must terminate them immediately without compensation
(C) The staff are mandatorily converted into daily wage laborers
(D) The staff are transferred to municipal sanitation department

232. Under Rule 146 of the Delhi School Education Rules, 1973, what is the rule regarding corporal punishment in schools in Delhi?
(A) Corporal punishment is strictly prohibited in all recognized schools
(B) Physical punishment is permitted for indiscipline
(C) Allowed only with written consent of parents
(D) Allowed for high school students only

MCQGPT

233. Under Rule 149 of the Delhi School Education Rules, 1973, every recognized school must maintain an "Attendance Register" for pupils. Who is responsible for the custody and daily verification of attendance registers?
(A) The Head of School
(B) The School Watchman
(C) The President of PTA
(D) The Zone Education Officer

234. Under Rule 158 of the Delhi School Education Rules, 1973, what is the procedure for issue of Transfer Certificate (TC) when a student leaves a recognized school?
(A) Issued promptly on application after clearing outstanding legitimate dues
(B) Refused permanently if student scores low marks
(C) Issued only on payment of Rs. 10,000 extra fee
(D) TC is not required in Delhi

235. Consider the following statements regarding Transfer Certificates under Rule 158 of the Delhi School Education Rules, 1973 and DoE guidelines:
I. Transfer Certificate issued by a recognized school in Delhi must be counter-signed by the Education Officer if the student moves to another State/Board requiring it.
II. A school cannot withhold a TC as a tool to demand unauthorized capitation fee.
III. Denial of TC without valid cause is a violation of student rights under RTE/ DSEA.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

236. Under Rule 160 of the Delhi School Education Rules, 1973, what is the provision for medical inspection of students in recognized schools?
(A) Periodic medical examination of all students must be conducted and health records maintained
(B) Medical examination is prohibited
(C) Conducted only if student suffers an injury during school hours
(D) Conducted only for teachers

237. Under Rule 161 of the Delhi School Education Rules, 1973, every recognized school must make adequate provisions for:
(A) Clean drinking water and proper sanitation facilities separate for boys and girls
(B) Commercial vending machines for junk food
(C) Private swimming pools for management
(D) Commercial car parking

238. Under Rule 162 of the Delhi School Education Rules, 1973, safety of school building and fire safety certification is:
(A) A mandatory condition for initial recognition and its periodic continuation
(B) Optional for private unaided schools
(C) Required only after a fire incident occurs
(D) Subject to waiver by local police station

239. Under Rule 176 of the Delhi School Education Rules, 1973, the collections made towards "Pupil's Fund" shall be deposited in:
(A) A scheduled bank account operated jointly by the Head of School and a designated teacher/member
(B) The personal savings account of the School Manager
(C) Cash box in Principal's residence
(D) Shares and mutual funds in stock market

240. Consider the following statements regarding the Pupil's Fund under Rule 176 / 177 of the Delhi School Education Rules, 1973:
I. It shall not be utilized for capital expenditure on school building.
II. Max limit of collection per student per month is regulated by DoE orders.
III. It is audited alongside general school accounts.
IV. It can be used to pay bonus to the Managing Committee members.
Which of the statements given above are correct?
(A) I, II and III only
(B) IV only
(C) II and IV only
(D) I and IV only

241. Under Section 18(3) of the Delhi School Education Act, 1973, in every unaided recognized school, all fees and charges collected shall be credited to a fund called:
(A) State Treasury Account
(B) School Fund
(C) Municipal Development Account
(D) Union Home Ministry Reserve

242. Under Section 18(4) of the Delhi School Education Act, 1973, income derived from an unaided recognized school by way of fees shall NOT be used for:
(A) Educational development of the school and payment of staff salaries
(B) Any purpose other than the educational purpose of that specific school
(C) Siphoning off funds to sister trusts or non-educational commercial ventures
(D) Both (B) and (C) represent statutory prohibitions

243. Under Rule 179 of the Delhi School Education Rules, 1973, every private recognized school must maintain a proper inventory of all movable and immovable properties of the school in a register called:
(A) Stock Book of Stationery
(B) Cash Book
(C) Register of School Property
(D) General Ledger of Trust

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244. Under Section 7(1) of the Delhi School Education Act, 1973, no school property shall be transferred by way of sale, mortgage, lease, or gift without the previous sanction of:
(A) The Central Board of Secondary Education
(B) The Local Municipal Councillor
(C) The Parent-Teacher Association
(D) The Director

245. A private recognized aided school management decides to mortgage the school building and land to a commercial bank to raise a loan for constructing a commercial shopping mall for its managing trust. The Director of Education issues a notice declaring the mortgage illegal. Under Section 7 of the Delhi School Education Act, 1973, what is the statutory position?
(A) The management has full right as owner to mortgage the property
(B) Any transfer/mortgage of school property without prior sanction of the Director is void and illegal
(C) The mortgage is valid if bank gives 10% loan to teachers
(D) Section 7 applies only to government schools

246. Under Section 7(2) of the Delhi School Education Act, 1973, if school property is transferred in violation of Section 7(1), what power does the Director possess?
(A) Ignore the transaction
(B) Take action to recover or protect the property and initiate legal proceedings / management takeover
(C) Compensate the commercial bank from state revenue
(D) Demolish the school building immediately

247. Under Rule 181 of the Delhi School Education Rules, 1973, who inspects the financial accounts and property registers of recognized schools?
(A) Private stockbrokers
(B) Representatives of student union
(C) Accounts Officer / Audit team authorized by the Director of Education
(D) Municipal tax collector exclusively

248. Under Rule 182 of the Delhi School Education Rules, 1973, what happens if an audit report reveals siphoning of funds or gross financial misutilization by the management of an aided school?
(A) The audit report is kept secret and destroyed
(B) The management is granted extra funds as subsidy
(C) All teachers are transferred to another State
(D) The Director may order recovery, withhold grant-in-aid, or take action under Section 20/24/27

249. Under Section 9 of the Delhi School Education Act, 1973, every employee of a recognized private school shall be governed by such code of conduct as may be prescribed. Violation of Code of Conduct makes the employee liable to:
(A) Disciplinary action under the rules
(B) Immediate criminal execution without trial
(C) Public humiliation in newspaper
(D) No action whatsoever

250. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Under Section 8(2) of the Delhi School Education Act, 1973, an order of dismissal passed against a teacher of an aided school without the prior approval of the Director is a nullity in law.
Reason (R): Mandatory prior statutory approval under Section 8(2) acts as a protective shield against arbitrary victimisation of teachers by private managements.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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251. Under Section 21 of the Delhi School Education Act, 1973, when the management of a school is taken over by the Administrator, who pays the salaries of the employees during the period of takeover?
(A) The original mismanaging trust out of personal pockets
(B) The teachers themselves through crowdfunding
(C) The Central Board of Secondary Education
(D) The Administrator out of the funds of the school and state grants

252. Under Section 21(2) of the Delhi School Education Act, 1973, during the period of management takeover, the Administrator or Authorized Officer shall exercise all powers of:
(A) The High Court of Delhi

(B) The Managing Committee and Manager of the school
(C) The Parliament of India
(D) The Municipal Corporation Council

253. Under Rule 68 of the Delhi School Education Rules, 1973, what is the role of the Head of School regarding internal discipline and academic management?
(A) Head of School is merely a clerk with no administrative power
(B) Head of School manages external legal cases of the society only
(C) The Head of School is the administrative and academic head responsible for internal discipline, guidance, and day-to-day administration
(D) Head of School works under direct supervision of student monitor

254. Under Rule 69 of the Delhi School Education Rules, 1973, the Manager of a private recognized school is responsible for:
(A) Daily classroom teaching of Senior Secondary classes
(B) Setting Board examination question papers
(C) Conducting physical education training for students
(D) Financial administration and official correspondence of the school with the Directorate in accordance with decisions of Managing Committee

255. Consider the following statements regarding the relationship between the Manager and Head of School under the Delhi School Education Rules, 1973:
I. Manager cannot directly interfere in day-to-day academic teaching and internal evaluation.
II. Head of School is ex-officio member-secretary of Managing Committee.
III. Manager cannot exercise administrative powers reserved specifically for Head of School under Rules.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

256. Under Rule 131 of the Delhi School Education Rules, 1973, the academic session for schools in Delhi shall ordinarily commence on:
(A) 1st April of each year
(B) 1st July of each year
(C) 1st January of each year
(D) 1st November of each year

257. Under Rule 132 of the Delhi School Education Rules, 1973, the school year ends on:
(A) 31st March of the following year
(B) 30th April of the following year
(C) 30th June of the following year
(D) 31st December of the same year

258. Under Rule 136 of the Delhi School Education Rules, 1973, what is the rule regarding admission of students returning from another recognized school on Transfer Certificate during mid-session?
(A) Strictly prohibited under all circumstances
(B) Admitted subject to availability of seat and compliance with admission rules
(C) Admitted only on payment of double tuition fee
(D) Requires approval of Union Cabinet

259. Under Rule 141 of the Delhi School Education Rules, 1973, what is the fee exemption / concession rule for students belonging to Scheduled Castes / Scheduled Tribes and vulnerable categories in Government/aided schools?
(A) Fee exemptions are strictly banned
(B) 10% surcharge is levied on SC/ST students
(C) Entitled to fee exemptions and concessions as per Government notifications from time to time
(D) Concessions are decided by private coaching institutes

260. Consider the following statements regarding school fees under the Delhi School Education Rules, 1973:
I. Tuition fee in aided schools is fixed at rates prescribed by DoE.
II. Unaided schools must notify their fee structure prior to commencement of academic session.
III. No fee hike can be implemented retrospectively without statutory authorization.
IV. Private schools can charge capitation fees for infrastructure development.
Which of the statements given above are correct?
(A) I, II and III only
(B) IV only
(C) II and IV only
(D) I and IV only

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261. Under Rule 163 of the Delhi School Education Rules, 1973, every recognized school MUST maintain a library facility equipped with:
(A) Textbooks for sale at commercial profit
(B) Only comic books and entertainment magazines
(C) Books reserved exclusively for management members
(D) Adequate number of suitable books, periodicals, and reference material for students and teachers

262. Under Rule 164 of the Delhi School Education Rules, 1973, provision for physical education, games, and sports equipment in a recognized school is:
(A) Mandatory for all recognized schools
(B) Optional for secondary schools
(C) Prohibited during school hours
(D) Allowed only for male students

263. Under Rule 165 of the Delhi School Education Rules, 1973, every school building must conform to structural safety standards certified by:
(A) A local electrician
(B) A qualified chartered engineer / Municipal Corporation / PWD competent authority
(C) The School Manager self-certification
(D) The PTA Treasurer

264. Under Rule 167 of the Delhi School Education Rules, 1973, what is the mandate regarding fire safety equipment in schools?
(A) Fire extinguishers are required only in chemistry labs
(B) Fire safety certification is optional
(C) Adequate fire-fighting equipment and valid Fire Safety Certificate from Delhi Fire Service is mandatory
(D) Fire safety check is conducted once in 20 years

265. An inspection team visits a private recognized school and finds that the fire safety certificate expired two years ago and no action was taken to renew it. The school management argues that since no fire has occurred, no rule is breached. Under Rule 167 and Rule 50 of the Delhi School Education Rules, 1973, what is the legal position?
(A) Management is correct, certification is needed only post-disaster
(B) Fire safety is under traffic police, not DoE
(C) Only a nominal verbal warning can be given
(D) Maintaining a valid Fire Safety Certificate is a continuous statutory obligation under Rule 167; failure constitutes a major safety violation justifying withdrawal of recognition

266. Under Rule 171 of the Delhi School Education Rules, 1973, financial records and account books of a recognized school shall be preserved for a minimum period of:
(A) 3 years
(B) 5 to 10 years (or permanently as specified for cash books and registers in financial rules)
(C) 1 year
(D) 6 months

267. Under Rule 174 of the Delhi School Education Rules, 1973, who is the custodian of the School Fund in an aided private school?
(A) The Student Union President
(B) The local Bank Manager
(C) The Managing Committee through its designated office bearers / Manager and Head of School
(D) The Zonal MLA

268. Under Section 10(1) of the Delhi School Education Act, 1973, if an unaided private school pays salaries to its teachers at rates substantially LOWER than Government school teachers, what is the statutory status of such payment?
(A) Lawful, because unaided schools can pay whatever salary they decide
(B) Unlawful and a direct violation of Section 10(1) as upheld by courts
(C) Lawful, if teachers sign a voluntary waiver
(D) Permissible during the first 10 years of school establishment

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269. Under Section 8(1) read with Rule 96 of the Delhi School Education Rules, 1973, can a private school management relax recruitment qualifications for a teacher on its own authority?
(A) Yes, management has full rights
(B) Yes, if approved by 5 parents
(C) Relaxation of qualification can only be granted by the competent statutory authority (Director/NCTE/Central Govt)
(D) Yes, if the candidate agrees to lower pay

270. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Under the Delhi School Education Act, 1973, the Director of Education has the power to issue directions to private recognized

schools to ensure proper educational standards and safety of students.
Reason (R): Section 24 and Section 3 of the Delhi School Education Act, 1973 empower the Director and Administrator to regulate school education and enforce compliance with statutory standards.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

271. Under Rule 116 of the Delhi School Education Rules, 1973, what subsistence allowance is payable to an employee under suspension during the first 6 months of suspension?
(A) An amount equal to 50% of basic pay plus DA and applicable allowances
(B) 100% of full salary
(C) 25% of basic pay only
(D) Zero allowance

272. Under Rule 116(2) of the Delhi School Education Rules, 1973, if the suspension period is prolonged beyond 6 months for reasons not directly attributable to the employee, the subsistence allowance may be:
(A) Increased up to 75% of basic pay plus applicable DA
(B) Reduced to zero
(C) Converted into a lump-sum bonus
(D) Terminated permanently

273. Under Rule 117 of the Delhi School Education Rules, 1973, if an employee under suspension is fully acquitted/exonerated upon conclusion of disciplinary proceedings, what is the rule regarding pay and allowances?
(A) No back pay is given
(B) Full pay and allowances for the suspension period shall be paid, treating the period as on duty
(C) Only 10% of pay is given
(D) The employee must pay damages to the school

274. Under Rule 119 of the Delhi School Education Rules, 1973, who acts as the Disciplinary Authority for initiating major penalty proceedings against a PGT teacher in an aided private school?
(A) The Vice-Principal independently
(B) The Chief Minister
(C) The Managing Committee of the school
(D) The CBSE Regional Officer

275. Consider the following steps in the disciplinary procedure under Rule 118 / 120 of the Delhi School Education Rules, 1973:
I. Framing and service of Charge Sheet with statement of allegations.
II. Submitting written statement of defence by the charged employee.
III. Conducting oral inquiry by Inquiry Officer following natural justice.
IV. Submission of Inquiry Report and decision by Disciplinary Authority subject to statutory approval under Section 8(2).
What is the correct chronological sequence of these steps?
(A) I, II, III, IV
(B) II, I, IV, III
(C) III, I, II, IV
(D) IV, III, II, I

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276. Under Section 11(5) of the Delhi School Education Act, 1973, what is the time limit for the Delhi School Tribunal to dispose of an appeal preferred before it, as far as possible?
(A) Within 3 months from the date of service of notice
(B) Within 3 years
(C) Within 5 years
(D) No time limit exists

277. Under Section 16(3) of the Delhi School Education Act, 1973, no student shall be denied admission to any recognized school on grounds only of:
(A) Academic marks scored in Class I entrance test
(B) Distance of residence beyond 100 km
(C) Religion, race, caste, sex, place of birth, or any of them
(D) Lack of fluency in foreign languages

278. Under Rule 137 of the Delhi School Education Rules, 1973, what is the procedure when a student seeks admission to a school without possessing a Transfer Certificate because he was never admitted to any school previously?
(A) Permanently denied admission
(B) Sent to adult literacy center
(C) Must pass a 5-hour written entrance exam
(D) Admitted to age-appropriate class upon

submission of valid proof of age / declaration under RTE/DSER norms

279. Under Rule 142 of the Delhi School Education Rules, 1973, who has the authority to grant fee concessions / stipends to needy students in Government and aided schools?
(A) Class Monitor
(B) Head of School in accordance with government guidelines and committee recommendations
(C) School Canteen Contractor
(D) External Security Agency

280. Consider the following statements regarding the powers of the Administrator under the Delhi School Education Act, 1973:
I. Administrator can frame rules under Section 28 with previous sanction of Central Government.
II. Administrator hears appeals against refusal/ withdrawal of recognition under Section 4(3).
III. Administrator can take over management of mismanaged private schools under Section 20.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

281. Under Rule 185 of the Delhi School Education Rules, 1973, all communications from a recognized private school to the Directorate of Education shall be addressed through:
(A) Student Council
(B) Local Union Leader
(C) The Manager or Head of School as authorized by the Scheme of Management
(D) Private Courier Agency directly to Education Minister's house

282. Under Section 26 of the Delhi School Education Act, 1973, protection of action taken in good faith is granted to:
(A) Private school owners indulging in fraud
(B) The Administrator, Director, or any officer authorized by them
(C) Unrecognized school operators
(D) Commercial coaching center owners

283. Under Rule 55 of the Delhi School Education Rules, 1973, if a recognized private school desires to close down the school or any class/section, what notice must it give to the Director?
(A) At least 15 days notice
(B) At least 6 months written notice specifying reasons and arrangements for students
(C) No notice is required
(D) 5 years notice

284. Under Rule 55(2) of the Delhi School Education Rules, 1973, can a private recognized school close down in the middle of an academic session?
(A) Yes, anytime management chooses
(B) No, closure during an ongoing academic session is strictly prohibited to protect students' interests
(C) Yes, if weather is bad
(D) Yes, if profits drop below 20%

285. A private recognized school management suddenly posts a notice on 15th October stating that Class XI Science stream is closed with immediate effect due to low enrollment, and asks students to leave. Parents protest and approach the Director. Under Rule 55 of the Delhi School Education Rules, 1973, what is the legal invalidity of the management's action?
(A) Management action is legal as enrollment is low
(B) Mid-session closure of a class without 6 months prior notice and Director's sanction is illegal under Rule 55
(C) Management must compensate students with Rs. 100 each only
(D) DoE has no jurisdiction over stream closures

286. Under Rule 52 of the Delhi School Education Rules, 1973, every recognized private school shall display prominently at the entrance of the school:
(A) Personal political manifestos of the Manager
(B) Commercial advertisements of private brands
(C) The name of the school, status of recognition, and affiliation details
(D) List of default fee-paying parents

287. Under Rule 53 of the Delhi School Education Rules, 1973, any change in the name of a recognized private school requires prior written approval of:
(A) The Registrar of Trade Marks
(B) The Local Police Station
(C) The Post Master
(D) The Director of Education

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288. Under Section 15(3) of the Delhi School Education Act, 1973, if a contract of service entered into between a private school and an employee contains terms LESS favorable than those prescribed under the Act/Rules:
(A) Such less favorable terms shall be void and ineffective to the extent of inconsistency
(B) The contract shall be valid in full
(C) The employee is immediately terminated
(D) The contract is referred to the Governor

289. Under Rule 104 of the Delhi School Education Rules, 1973, the service records, medical certificates, and personal files of school staff shall be maintained in the safe custody of:
(A) The School Watchman
(B) The Head of School
(C) The PTA Joint Secretary
(D) The local post office

290. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Under Section 8(2) of the Delhi School Education Act, 1973, prior approval of Director of Education is mandatory before dismissing a teacher in a government-aided private school.
Reason (R): Government pays 95% maintenance grant to aided schools and retains regulatory control over service conditions of staff under Section 10 and Section 8.
Which of the following options is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

291. Under Rule 178 of the Delhi School Education Rules, 1973, what is the rule regarding maintenance of Cash Book in a recognized private school?
(A) Cash Book must be written daily and balanced at the end of each month signed by Head of School/Manager
(B) Cash Book is written once a year
(C) Cash Book is optional
(D) Cash Book can be maintained on unverified loose paper sheets

292. Under Rule 180 of the Delhi School Education Rules, 1973, the annual statement of accounts submitted by private unaided schools to the Director MUST include:
(A) Personal bank account statements of all teachers
(B) Details of student home addresses
(C) Audited Balance Sheet, Income and Expenditure Account, and Receipt & Payment Account
(D) List of political donors

293. Under Section 17(3) of the Delhi School Education Act, 1973, if an unaided recognized school fails to submit its fee statement before the commencement of the academic session:
(A) It can charge 100% extra fee automatically
(B) All its students are automatically promoted without exams
(C) The school gets converted into a Government school
(D) It cannot charge any fee higher than the fee schedule of the preceding academic year

294. Under Section 27 of the Delhi School Education Act, 1973, offences committed under the Act by a company or society running a school make which persons liable?
(A) Every person who at the time the offence was committed was in charge of and responsible to the society/company for the conduct of its business
(B) Students of Class XII
(C) Minor children enrolled in the school
(D) Government inspectors who audited the school

295. Consider the following statements regarding the legal remedies against decisions of the Delhi School Tribunal:
I. Orders of the Tribunal can be challenged by filing a writ petition under Article 226/227 of the Constitution before the Delhi High Court.
II. Civil Courts cannot entertain suits challenging Tribunal orders due to Section 25.
III. Tribunal orders can be reviewed by the School Manager on his own authority.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

296. Under Rule 183 of the Delhi School Education Rules, 1973, meetings of the School Advisory Board shall be convened by:
(A) Any student of Class X
(B) The Member-Secretary with approval of the Chairman
(C) The Mayor of MCD
(D) External private consultants

297. Under Rule 184 of the Delhi School Education Rules, 1973, the functions of the School Advisory Board include advising the Administrator on:
(A) Direct recruitment of IAS officers
(B) Taxation of real estate in Delhi
(C) Development of school education, syllabus coordination, and welfare of students/ teachers
(D) Municipal sanitation fees

298. A Head of School in a Government-Aided School in Delhi reaches 60 years of age on 15th October (mid-session). The Managing Committee immediately issues a retirement order directing him to hand over charge on 31st October. The Principal requests re-employment/extension till 31st March (end of academic session) under Rule 110 of the Delhi School Education Rules, 1973 / DoE notifications. What is the entitlement under statutory rules?
(A) The Principal must retire immediately on 31st October with no right to extension
(B) Teachers/Heads of School attaining superannuation mid-session are eligible for re-employment/extension till the end of the academic session (31st March) subject to fitness and procedural sanction, to prevent academic disruption
(C) The Principal can continue for 10 years automatically
(D) Re-employment is strictly prohibited under DSER

299. Under Rule 186 of the Delhi School Education Rules, 1973, who is the final authority for interpreting the provisions of the Delhi School Education Rules in case of doubt?
(A) Private School Management Association
(B) CBSE Examination Board
(C) Local Police Commissioner
(D) The Administrator / Central Government

300. Consider the following statements regarding the overarching administrative power of the Directorate of Education, GNCTD under the Delhi School Education Act and Rules, 1973:
I. Regulation of admissions, fees, and safety in all recognized private schools.
II. Approval of Scheme of Management and Managing Committee constitution.
III. Exercise of supervisory control and periodic statutory inspections under Section 24.
IV. Statutory power to recommend management takeover under Section 20 in cases of persistent misadministration.
Which of the statements given above are correct?
(A) I, II and III only
(B) II and IV only
(C) I and III only
(D) I, II, III and IV

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ANSWERS

1. (A) 9th April 1973
The Delhi School Education Act, 1973 was enacted to streamline the administration and organization of school education across Delhi. After being passed by the Parliament, the legislation received the formal assent of the President of India on 9th April 1973, establishing a comprehensive statutory framework to govern recognized government and private schools across the territory.

2. (D) The whole of the Union Territory of Delhi
Section 1 of the Delhi School Education Act, 1973 specifies the geographical reach of the statutory provisions. The jurisdiction extends to the whole of the Union Territory of Delhi. Consequently, all educational institutions located within the boundaries of Delhi, including those governed by municipal bodies, private managements, and government authorities, fall under its purview.

3. (A) To provide for better organization and development of school education in the Union Territory of Delhi
The preamble of the Delhi School Education Act, 1973 sets out its foundational objective, which is to provide for the better organization and development of school education in the Union Territory of Delhi. It aims to standardize educational administration, ensure quality instruction, regulate fees, and safeguard service conditions of school staff across recognized institutions.

4. (B) On 31st December 1973, as notified by the Administrator in the Official Gazette
Section 1(3) of the Delhi School Education Act, 1973 provides that the Act shall come into force on such date as the Administrator may appoint by notification in the Official Gazette. The Administrator issued the requisite notification bringing all statutory provisions into force on 31st December 1973 across the Union Territory of Delhi.

5. (C) Article 246 read with Entry 11 of List II (before the 42nd Amendment) for Union Territories
Parliament enacted the Delhi School Education Act, 1973 exercising its legislative powers under Article 246 of the Constitution of India, read with Entry 11 of List II prior to the 42nd Constitutional Amendment. Parliament held plenary legislative authority over Union Territories, allowing it to enact laws on subjects otherwise categorized under the State List for Delhi.

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6. (B) The Administrator of the Union Territory of Delhi
Section 3(1) of the Delhi School Education Act, 1973 explicitly empowers the Administrator of the Union Territory of Delhi to regulate education in all recognized schools within the territory. The Administrator exercises statutory authority to frame rules, issue guidelines, and ensure that educational institutions comply with the prescribed administrative, academic, and operational standards.

7. (D) Any officer authorized by the Administrator to perform the functions of the Director
According to Section 2(e) of the Delhi School Education Act, 1973, the term "Director" refers primarily to the Director of Education, Government of National Capital Territory of Delhi. The definition also extends to any other officer specifically authorized by the Administrator to discharge the duties and functions associated with the Director under the Act.

8. (A) Unaided minority schools
Under the provisions of the Delhi School Education Act, 1973, unaided minority schools are granted specific exemptions to protect their constitutional rights under Article 30(1). Consequently, certain mandatory regulatory controls under Section 8 regarding prior sanction of the Director for disciplinary actions like dismissal, removal, or termination do not apply to unaided minority institutions.

9. (C) It is strictly prohibited from functioning or imparting education unless recognized under Section 4
Under the Delhi School Education Act, 1973, no private educational institution is permitted to operate or impart education in Delhi without obtaining formal recognition under Section 4. Unrecognized schools operate in direct violation of statutory mandates, making their functioning illegal and subjecting their management to enforcement measures, penalties, and mandatory shutdown orders.

10. (C) A is true but R is false
The Delhi School Education Act, 1973 applies uniformly to all government and recognized private schools in Delhi, making Assertion A true. However, Reason R is false because Article 30(1) does not grant absolute exemption from all statutory provisions; regulatory controls relating to health, safety, academic standards, and general welfare remain applicable to minority schools.

11. (D) The Administrator of the Union Territory of Delhi appointed by the President under Article 239
Section 2(a) of the Delhi School Education Act, 1973 defines "Administrator" as the Administrator of the Union Territory of Delhi appointed by the President of India under Article 239 of the Constitution. In practice, the Lieutenant Governor of Delhi acts as the Administrator, exercising overall administrative and statutory powers specified throughout the legislation.

12. (B) The Administrator, Central Government, or a local authority
Under Section 2(d) of the Delhi School Education Act, 1973, an "aided school" is defined as a recognized private school receiving financial assistance in the form of a maintenance grant from the Administrator, the Central Government, or a local authority. Grants help cover operating costs, primarily staff salaries, subject to statutory regulation and oversight.

13. (C) Section 2(u)
Section 2(u) of the Delhi School Education Act, 1973 specifically provides the definition of "School Property". The definition encompasses all movable and immovable assets, lands, buildings, furniture, equipment, funds, and stores belonging to or created for the benefit of a recognized school, protecting these assets from unauthorized transfer, mortgage, or diversion.

14. (D) Any recognized private school
Section 2(n) of the Delhi School Education Act, 1973 defines a "Managing Committee" as the body of individuals entrusted with the governance and management of the affairs of any recognized private school. Every recognized private educational institution must constitute such a committee in accordance with an approved Scheme of Management framed under Section 5.

15. (D) I, II and III
Section 2 of the Delhi School Education Act, 1973 provides key definitions: Statement I correctly defines an existing school as a recognized private school operating at the Act's commencement; Statement II accurately reflects minority school rights under Article 30(1); and Statement III correctly defines a recognized school as one recognized by the Director or appropriate authority.

16. (B) The Director or the appropriate authority
Section 2(t) of the Delhi School Education Act, 1973 specifies that a "recognized school" must receive formal recognition from the Director of Education or the designated appropriate authority. Recognition signifies compliance with structural, educational, sanitary, financial, and staffing requirements mandated under the statutory rules established for maintaining quality education in Delhi.

17. (D) The Municipal Corporation of Delhi
Under Section 2(e) read with Section 2(c) of the Delhi School Education Act, 1973, the term "appropriate authority" varies depending on the managing body. For primary schools established, owned, or managed by the Municipal Corporation of Delhi, the Municipal Corporation of Delhi itself acts as the designated appropriate authority for regulatory and administrative matters.

18. (A) Central Board of Secondary Education or any other Board recognized by the Administrator
Section 2(q) of the Delhi School Education Act, 1973 defines a "public examination" as any examination conducted by the Central Board of Secondary Education (CBSE) or any other board, council, or examining body recognized by the Administrator. Recognized schools are required to present their eligible candidates

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for public examinations conducted by these approved boards.

19. (C) The School Advisory Board constituted under Section 22
Section 2(b) of the Delhi School Education Act, 1973 clarifies that "Advisory Board" refers to the School Advisory Board constituted under Section 22 of the Act. This statutory body advises the Administrator on matters pertaining to the administration, development, syllabus coordination, structural reform, and overall improvement of school education in Delhi.

20. (A) I, II and IV only
Statements I, II, and IV accurately reflect Section 2 definitions: "Head of School" is the principal academic officer, "Teacher" explicitly includes the Head of School, and "Manager" is certified by the Director. Statement III is incorrect because an "unaided school" receives no financial grant from the Administrator, relying entirely on internal revenues.

21. (D) Section 4
Section 4 of the Delhi School Education Act, 1973 governs the recognition of schools within Delhi. It establishes mandatory conditions that private institutions must fulfill before obtaining official recognition from the Director, including structural safety, financial stability, qualified teaching staff, suitable facilities, and compliance with statutory rules for running an educational institution.

22. (B) 6 months
Under Rule 44 of the Delhi School Education Rules, 1973, any management intending to establish and seek recognition for a new private school must formally submit an application to the Director at least six months prior to the commencement of the relevant academic session, ensuring sufficient time for inspection and verification.

23. (D) A minimum reservation of 50% seats for students of the local municipal ward free of cost
Section 4(1) of the Delhi School Education Act, 1973 lists statutory prerequisites for recognition, including financial stability, suitable accommodation, proper furniture, equipment, and qualified teaching staff. Reserving 50% free seats for local municipal ward students is not a statutory condition for recognition under Section 4(1) of the Act.

24. (B) An appeal to the Administrator within 30 days from the date of communication of refusal
Under Section 4(3) of the Delhi School Education Act, 1973, if an application for recognition is rejected by the Director, the aggrieved school management has the statutory right to file an appeal before the Administrator. The appeal must be submitted within 30 days from the date of receiving the formal communication of refusal.

25. (B) Issue an order to immediately shut down the unauthorized operation and initiate penal action under Section 27
Under the Delhi School Education Act, 1973, operating an unrecognized school is strictly prohibited under Section 3 and Section 4. If a private entity opens a senior secondary school without prior recognition, the authority must order immediate shutdown of unauthorized operations and initiate penal proceedings under Section 27 against the management.

26. (B) Income derived from the school shall not be diverted to any purpose other than the educational development of the school
Rule 50 of the Delhi School Education Rules, 1973 lays down financial discipline for recognized schools. It mandates that all income and fees collected by a school must be dedicated strictly to the operational, infrastructural, and educational development of that specific institution, prohibiting commercialization, profiteering, or diversion to parent trusts.

27. (B) 1.0 sq. metre per student
Rule 51 of the Delhi School Education Rules, 1973 details classroom accommodation norms for recognized schools. It stipulates that classrooms must offer adequate floor space, setting a minimum requirement of 1.0 square metre per student to prevent overcrowding and ensure a healthy, comfortable, and safe learning environment in all classrooms.

28. (A) Government Schools
Under the Delhi School Education Act, 1973, Government Schools represent the administrative category of institutions fully established, owned, funded, and managed by the Government of NCT of Delhi. Unlike aided or private unaided institutions, all physical assets, operational

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finances, recruitment, and management functions are directly controlled by the Directorate of Education.

29. (C) The provisions of the Delhi School Education Act, 1973 and rules made thereunder
Section 3(3) of the Delhi School Education Act, 1973 stipulates that following the commencement of the Act, no private school can be established or function in the Union Territory of Delhi except in accordance with the statutory provisions of the Act and the accompanying rules framed thereunder by the competent authority.

30. (C) A is true but R is false
Assertion A is correct as Section 4(2) permits the Director to withdraw recognition if a school violates statutory conditions. However, Reason R is false because Section 4(2) mandates that recognition cannot be withdrawn without providing the school managing committee a reasonable opportunity to show cause against the proposed action.

31. (D) A certificate from the local municipal health officer certifying sanitary conditions and supply of safe drinking water
Rule 49 of the Delhi School Education Rules, 1973 mandates health and sanitation standards for recognized schools. An applicant school must furnish a valid certificate issued by the local municipal health officer, confirming that the premises maintain hygienic sanitary conditions, proper drainage, adequate lavatories, and a clean, safe drinking water supply.

32. (C) 95%
Under the Delhi School Education Act, 1973 and administrative grant-in-aid codes, government-aided private schools in Delhi receive maintenance grants covering up to 95 percent of approved net expenditure. The remaining 5 percent of net expenditure must be borne by the private managing committee running the educational institution.

33. (C) The Director of Education
Under Rule 45 of the Delhi School Education Rules, 1973, the Director of Education is empowered to constitute an inspection committee. This committee evaluates the school premises, safety standards, financial solvency, teaching credentials, equipment, and records to verify if the applicant institution fulfills all statutory criteria required for recognition.

34. (A) It ceases to receive financial aid and cannot present students for public examinations
When recognition is withdrawn under Section 4(2) of the Delhi School Education Act, 1973, an aided school loses its official status. It automatically ceases to receive government financial aid and is legally barred from presenting its students for public board examinations, requiring the transfer of enrolled pupils.

35. (D) I, II and III
Rule 50 of the Delhi School Education Rules, 1973 sets mandatory standards for granting recognition: Statement I requires catering to real local educational needs; Statement II demands financial security to guarantee operations; and Statement III mandates safe, structurally sound buildings and grounds suitable for students. Thus, all listed conditions are mandatory.

36. (B) So mismanaged the school as to prejudice the interest of education or students
Section 20(1) of the Delhi School Education Act, 1973 empowers the Administrator to take over the management of any private school. This statutory action is initiated when the Managing Committee mismanages the institution, repeatedly defies statutory directions, or acts in a manner detrimental to educational standards or student welfare.

37. (C) Three years
Section 20(1) of the Delhi School Education Act, 1973 specifies that when the Administrator decides to take over the management of a private school, the initial period of such takeover cannot exceed three years. During this period, an Authorized Officer exercises all administrative functions of the managing committee.

38. (B) Five years
Under the proviso to Section 20(1) of the Delhi School Education Act, 1973, the Administrator may extend the period of management takeover if deemed necessary for effective administration. However, the total cumulative duration of management takeover for any private school cannot exceed five years in the aggregate.

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39. (C) The Administrator, with the previous sanction of the Central Government
Section 28 of the Delhi School Education Act, 1973 delegates rule-making powers to the Administrator. To carry out the provisions and objectives of the Act, the Administrator is empowered to frame rules by notification, subject to obtaining prior approval and sanction from the Central Government.

40. (A) I, II and III only
Statements I, II, and III list valid statutory powers exercised by the Director, including approving Schemes of Management, approving staff dismissals in aided schools, and stopping grants for non-compliance. Statement IV is incorrect because amending the Constitution of India is an exclusive constitutional power of Parliament, not the Director.

41. (B) The Director or any officer authorized by him
Section 24 of the Delhi School Education Act, 1973 authorizes the Director of Education, or any departmental officer specifically authorized by him, to inspect any recognized school in Delhi. Inspections ensure compliance with academic standards, financial discipline, safety norms, staffing conditions, and statutory rules.

42. (A) 31st December of the preceding year
Section 17(3) of the Delhi School Education Act, 1973 requires the manager of every recognized unaided school to submit a full statement of proposed fees to the Director. This fee statement must be filed before the start of each academic session, specifically on or before 31st December of the preceding year.

43. (C) Stop or reduce the grant-in-aid or withdraw recognition
Under Section 24(3) of the Delhi School Education Act, 1973, if a school management fails to rectify deficiencies pointed out in an inspection report, the Director can take regulatory action. This includes stopping or reducing financial grant-in-aid for aided schools or initiating procedures to withdraw official recognition.

44. (D) Grant-in-aid shall be paid in accordance with the rules made by the Administrator
Section 6 of the Delhi School Education Act, 1973 stipulates that grant-in-aid to private recognized schools is not an absolute unconditional right. Aid must be disbursed strictly in accordance with statutory rules framed by the Administrator, contingent upon maintaining prescribed educational standards, structural safety, and financial compliance.

45. (B) The suspension is deemed to have lapsed and become void
Under Section 8(4) and Section 8(5) of the Delhi School Education Act, 1973, an emergency suspension of an employee by an aided school management must be submitted to the Director. If the Director does not grant approval within 15 days, the suspension automatically lapses and becomes legally void.

46. (B) The Administrator
Section 22(1) of the Delhi School Education Act, 1973 provides that the Administrator shall constitute a School Advisory Board. This board advises the administration on policy matters, curriculum development, administration of institutions, and overall growth and standardization of school education across the Union Territory of Delhi.

47. (C) Not exceeding 15 members
Section 22(2) of the Delhi School Education Act, 1973 specifies the numerical constitution of the School Advisory Board. It mandates that the board shall consist of such number of members as the Administrator deems fit, subject to a statutory upper limit of not exceeding 15 members in total.

48. (D) The Director of Education or an officer nominated by the Administrator
Section 22(3) of the Delhi School Education Act, 1973 states that the Director of Education, or any senior officer specifically nominated by the Administrator, shall serve as the Chairman of the School Advisory Board, presiding over meetings and guiding advisory deliberations on educational policy in Delhi.

49. (C) 3 years
Rule 183 of the Delhi School Education Rules, 1973 provides the administrative rules for the School Advisory Board. Non-official members nominated to the board hold office for a tenure of three years from the date of their nomination, after which the board undergoes fresh constitution by the Administrator.

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50. (C) A is true but R is false
Assertion A is correct under Section 20, as non-compliance or gross mismanagement allows the Government to take over school management. Reason R is false because management takeover under Section 20 is a temporary administrative measure; it does not permanently transfer legal ownership of school property to the Government.

51. (C) The Director
Section 5 of the Delhi School Education Act, 1973 requires every recognized private school to frame a Scheme of Management. The scheme governs committee composition, administrative duties, financial operations, and staff conditions, and must be submitted to and formally approved by the Director of Education before implementation.

52. (B) At least 2
Rule 59 of the Delhi School Education Rules, 1973 details the constitution of Managing Committees for recognized aided schools. It mandates that every such committee must include representation from parents, requiring at least two parent members elected by the Parent-Teacher Association of the school.

53. (D) Two teachers elected by teachers of the school
Rule 59 of the Delhi School Education Rules, 1973 ensures teacher participation in school management. It requires that the Managing Committee of a recognized private school must include two teacher representatives who are directly elected by the teaching staff of the school through a democratic process.

54. (A) The Head of the School
Rule 59(1) of the Delhi School Education Rules, 1973 prescribes the internal structure of school Managing Committees. The Head of School serves as the ex-officio Member-Secretary of the Managing Committee, maintaining institutional records, recording meeting minutes, and coordinating administrative communication between the management and staff.

55. (D) I, II, III and IV
Rule 59 of the Delhi School Education Rules, 1973 defines the composition of aided school Managing Committees: Statement I includes Head of School ex-officio; Statement II includes two elected teachers; Statement III includes two elected parent representatives; and Statement IV includes two nominees of the Director. All are correct.

56. (C) 75%
Under the Right to Free and Compulsory Education (RTE) Act, 2009 read with applicable local rules in Delhi, the School Management Committee (SMC) of every government and aided elementary school must ensure community representation by keeping at least 75 percent of its total members from among parents or guardians.

57. (C) At least 50%
Pursuant to the Right to Free and Compulsory Education Act, 2009 and governing rules in Delhi, gender parity is mandated within the parent component of School Management Committees (SMCs). At least 50 percent of the parent or guardian members nominated to the committee must be women.

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58. (B) 2 years
The School Management Committee (SMC) constituted in Government and government-aided schools in Delhi under RTE Act norms operates for a fixed term. The tenure of an SMC is two years, after which a fresh committee is reconstituted to ensure continued community participation and effective school governance.

59. (D) Directly appoint, promote, and dismiss permanent teachers
The primary functions of an SMC include monitoring school operations, preparing School Development Plans, and supervising grant utilization. Directly appointing, promoting, or dismissing permanent government teachers is not a function of the SMC, as these administrative powers rest with the Directorate of Education and service rules.

60. (A) I, II and IV only
Rule 59(2) outlines Managing Committee functions: managing assets/finances (I), recruiting staff per rules (II), and enforcing discipline subject to statutory approvals (IV). Prescribing curriculum or altering board examination syllabi (III) is wrong, as curriculum is determined solely by academic authorities like NCERT and CBSE.

61. (C) No, except with the prior approval of the Director
Rule 59 of the Delhi School Education Rules, 1973 contains safeguards against centralizing management control. A person is prohibited from acting as Manager for more than one recognized school simultaneously, unless specific prior written permission is granted by the Director of Education under special circumstances.

62. (B) One-third of total members
Under standard Schemes of Management framed in accordance with the Delhi School Education Rules, 1973, valid transaction of business requires a quorum. The minimum quorum required for convening and conducting a meeting of the Managing Committee is set at one-third of its total membership.

63. (C) An employee of the school (other than Head of School in designated ex-officio capacity)
Under Rule 59 of the Delhi School Education Rules, 1973, an employee of a school (other than the Head of School acting in a designated ex-officio capacity) is ineligible to be appointed as the Manager of that recognized institution, preventing administrative conflicts of interest.

64. (D) Give the Managing Committee a reasonable opportunity of showing cause against the proposed withdrawal
Section 4(2) of the Delhi School Education Act, 1973 outlines principles of natural justice. Before withdrawing recognition from any private school, the Director is statutorily required to issue a show-cause notice, granting the Managing Committee a reasonable opportunity to present its defense against proposed withdrawal.

65. (A) No, compliance with Section 10 (pay parity) is a statutory condition, and non-compliance justifies withdrawal of recognition
Statutory compliance under Section 10 (pay parity) is mandatory for recognized schools. A management's failure to pay employees at par with government scales violates statutory conditions of recognition. Hence, the claim is legally invalid, and the Director can initiate withdrawal of recognition under Section 4(2) for persistent non-compliance.

66. (B) The Administrator
Section 4(3) of the Delhi School Education Act, 1973 specifies the appellate forum regarding recognition decisions. If the Director passes an order refusing or withdrawing recognition of a private school, the aggrieved managing committee can prefer an appeal directly before the Administrator of the Union Territory of Delhi.

67. (B) 30 days from the date of communication of the order
Under Section 4(3) of the Delhi School Education Act, 1973, an appeal against an order of the Director withdrawing or refusing recognition must be filed before the Administrator within 30 days. The limitation period commences from the date the order of withdrawal is formally communicated to the school.

68. (B) The Director makes suitable arrangements for their transfer/admission to other recognized schools
Under Rule 56 of the Delhi School Education Rules, 1973, when recognition of a school is withdrawn, the Director is obligated to safeguard the educational interests of enrolled students. The Director must arrange for their systematic transfer and admission into other recognized schools in the locality without academic loss.

69. (C) Those explicitly approved by the Director
Section 17(1) of the Delhi School Education Act, 1973 regulates financial collections in aided schools. No aided school is permitted to levy any fee, charge, or collection from students except those fee structures and receipts that have been explicitly approved by the Director of Education.

70. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and directly linked. Section 13 strictly prohibits collecting capitation fees or donations as a condition for admission in any recognized school. Consequently, unaided recognized schools in Delhi cannot demand capitation fees or voluntary donations, making R the correct explanation of A.

71. (D) School Fund
Section 18(1) of the Delhi School Education Act, 1973 mandates financial accounting for aided schools. All fees, grants, and charges collected from students or received from the government must be deposited into a designated account known as the "School Fund," maintained under statutory accounting rules.

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72. (A) School Fund, Managing Committee Fund, and Pupil's Fund
Rule 172 of the Delhi School Education Rules, 1973 mandates that every recognized private school must maintain three separate accounts: the School Fund (for fees and operating expenses), the Managing Committee Fund (for management contributions), and the Pupil's Fund (for student welfare and activities).

73. (C) Co-curricular, sports, welfare, and extra-curricular activities of students
Rule 173 of the Delhi School Education Rules, 1973 governs the Pupil's Fund. This fund is collected specifically for student-centric initiatives and can only be spent on co-curricular activities, sports competitions, student welfare, cultural events, excursions, and non-academic extra-curricular amenities, prohibiting diversion to salaries or infrastructure.

74. (C) Reinvested for educational development and expansion of the same school
Rule 177 of the Delhi School Education Rules, 1973 regulates surplus reserves in unaided recognized schools. Accumulated surplus funds cannot be distributed as profits or dividends; they must be reinvested solely for improving educational facilities, upgrading infrastructure, and expanding the capabilities of that specific institution.

75. (D) I, II and III
All three statements are correct: Statement I reflects the committee's objective to examine arbitrary fee hikes; Statement II accurately identifies its leadership by a Deputy Director of Education at the district level; and Statement III confirms its authority to recommend refunding excess fees to affected parents.

76. (D) DoE has the regulatory power to prevent commercialization of education and profiteering
In the Modern School judgment (2004), the Supreme Court held that while private unaided schools possess autonomy in framing fee structures, the Director of Education retains statutory regulatory authority under Section 17(3) and Rule 180 to prevent profiteering, commercialization of education, and illegal diversion of funds.

77. (A) Director of Education, GNCTD
Private unaided schools allotted land by public agencies (like DDA) at concessional rates under a specific "land clause" condition are bound by lease terms. They must obtain mandatory prior approval from the Director of Education, GNCTD, before introducing any increase in tuition fees or charges.

78. (C) Before 31st December preceding the academic session
Under Section 17(3) of the Delhi School Education Act, 1973, if an unaided recognized school intends to revise its fee structure for the upcoming academic session, it must file a complete fee statement with the Director before 31st December preceding the commencement of that academic session.

79. (B) Action under Section 24 and Section 27, including fine and potential withdrawal of recognition
Charging fees exceeding the statement submitted under Section 17(3) without approval constitutes a statutory offence. Under the Delhi School Education Act, 1973, the Directorate can initiate legal proceedings under Section 24 and Section 27, imposing fines, ordering fee refunds, and initiating withdrawal of recognition.

80. (A) I and II only
Statements I and II are correct: capitation fees are strictly prohibited and punishable, and development fees require maintaining a capital depreciation reserve. Statements III and IV are false: NRI quota capitation fees are illegal, and unutilized Pupil's Funds do not lapse to the government treasury at year-end.

81. (D) The Administrator, by rules made under the Act
Section 8(1) of the Delhi School Education Act, 1973 empowers the Administrator to prescribe minimum qualifications, recruitment norms, and terms of service for teachers in all recognized private schools. These qualifications are framed through rules to ensure standard teaching competence across institutions in Delhi.

82. (A) Employees of corresponding status in schools run by the Central Government/Delhi Administration
Section 10(1) of the Delhi School Education Act, 1973 mandates pay parity. Scales of pay,

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allowances, medical facilities, pension, gratuity, and provident fund benefits for employees of recognized private schools cannot be lower than those provided to staff of corresponding status in Delhi Government schools.

83. (D) The Chairman of the Managing Committee or a member of the Managing Committee nominated by Chairman
Under Rule 96 of the Delhi School Education Rules, 1973, the Selection Committee for recruiting a Head of School (Principal) in an aided private school is chaired by the Chairman of the Managing Committee, or by a member of the Managing Committee nominated by the Chairman.

84. (B) Two experts
Rule 96(3) of the Delhi School Education Rules, 1973 specifies the constitution of Selection Committees for recruitment of teachers in aided schools. The committee must include two education experts nominated by the Director of Education to ensure impartiality and evaluate subject competence during candidate selection.

85. (B) Void ab initio, as the constitution of the Selection Committee violated Rule 96 of the Delhi School Education Rules, 1973
Rule 96 mandates including two experts nominated by the Director in aided school Selection Committees. Conducting selection interviews without these statutory nominees violates mandatory procedural requirements. Consequently, the selection recommendation and subsequent appointment of Candidate A are illegal and void ab initio.

86. (D) The Director of Education
Rule 98(1) of the Delhi School Education Rules, 1973 provides that every appointment made by the Managing Committee of an aided school requires explicit approval from the Director of Education. Approval ensures that candidates satisfy age, qualification, and recruitment procedure requirements before regular employment.

87. (B) 15 days from date of appointment
Under Rule 98(2) of the Delhi School Education Rules, 1973, when the Managing Committee of an aided school appoints an employee, it must forward full particulars of the candidate and selection proceedings to the Director for approval within 15 days of making the appointment.

88. (A) 15 days
Rule 98(3) of the Delhi School Education Rules, 1973 contains a deemed approval provision. If the Director does not communicate approval or disapproval of an appointment made in an aided school within 15 days of receiving the proposal, the appointment is deemed approved by operation of law.

89. (B) One year, extendable by another year by the Managing Committee with prior approval of Director
Under Rule 98(4) and Rule 105 of the Delhi School Education Rules, 1973, regular appointments in recognized private schools carry an initial probation period of one year. The Managing Committee may extend probation by one additional year, provided prior approval of the Director is obtained.

90. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and linked. Section 8(1) empowers the Administrator to regulate qualifications across all recognized schools. Consequently, recruitment qualifications for teachers in private unaided recognized schools must match those prescribed by DoE/NCTE for corresponding posts in Government schools, making R the correct explanation.

91. (C) The employee and the Managing Committee
Section 15(1) of the Delhi School Education Act, 1973 requires that every employee of a recognized private school must be engaged under a formal written contract of service. This contract is executed directly between the individual employee and the Managing Committee of the school.

92. (D) The Director of Education
Section 15(2) of the Delhi School Education Act, 1973 mandates that a duplicate copy of the written contract of service executed between an employee and the Managing Committee must be formally lodged with the Director of Education for record-keeping and statutory monitoring.

93. (B) No, as each independent recognized school is a separate employing entity
Under the Delhi School Education Act, 1973, independent private unaided schools operated

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by separate registered societies represent distinct legal entities. Employees are bound to a specific school's managing committee under Section 15; hence, staff transfers between different private unaided schools are not legally permissible.

94. (B) Directorate of Education (DoE), GNCTD
Inter-school transfers of teaching and non-teaching personnel within Government schools in Delhi fall under the jurisdiction of the Directorate of Education, GNCTD. The Directorate issues periodic transfer policies, guidelines, and online administrative transfer orders based on cadre strength and organizational requirements.

95. (D) I, II and III
All three statements correctly represent provisions of the Code of Conduct under Rule 123 of the Delhi School Education Rules, 1973. Teachers are prohibited from private tuitions (I), cannot engage in outside employment without permission (II), and must not undertake activities that promote communal disharmony (III).

96. (A) The Director of Education
Section 8(2) of the Delhi School Education Act, 1973 provides statutory protection to employees of aided schools. No employee can be dismissed, removed, reduced in rank, or have services terminated without obtaining prior written approval from the Director of Education.

97. (D) Prior approval of Director under Section 8(2) was struck down as inapplicable to unaided minority schools
Following TMA Pai Foundation and subsequent judicial interpretations, the Supreme Court ruled that requiring prior approval of the Director under Section 8(2) for disciplinary termination violates Article 30(1) rights, making it inapplicable to unaided minority educational institutions.

98. (A) The Managing Committee of the school
Under Rule 115 of the Delhi School Education Rules, 1973, the Managing Committee of an aided school is the statutory authority empowered to place an employee under suspension when disciplinary proceedings are initiated or contemplated, or where criminal charges involving moral turpitude are under investigation.

99. (C) 15 days
Section 8(4) of the Delhi School Education Act, 1973 provides that when an aided school's Managing Committee suspends an employee in an emergency, it must report the order to the Director. The suspension proposal must be communicated to the Director for approval within 15 days.

100. (A) I, III and IV only
Statements I, III, and IV are correct: suspension lapses if not approved within 15 days, the Director can extend suspension in writing, and employees receive subsistence allowance. Statement II is false because filing an FIR does not automatically validate a suspension indefinitely without Director approval.

101. (B) Dismissal, removal from service, or reduction in rank
Rule 120 of the Delhi School Education Rules, 1973 categorizes disciplinary penalties. Major penalties comprise severe punitive actions, specifically dismissal from service, removal from service, compulsory retirement, and reduction in rank or pay grade following formal disciplinary inquiries.

102. (D) A formal disciplinary inquiry following natural justice principles
Rule 118 of the Delhi School Education Rules, 1973 mandates that before imposing any major penalty on an employee, a formal disciplinary inquiry must be conducted. The inquiry requires issuing a charge sheet, providing an opportunity for defense, and adhering strictly to principles of natural justice.

103. (B) The Administrator
Section 11(1) of the Delhi School Education Act, 1973 provides that the Administrator shall constitute a specialized judicial forum known as the Delhi School Tribunal. The tribunal adjudicates service disputes, appeals against dismissal, removal, or reduction in rank preferred by school employees.

104. (A) A person who has been a District Judge or has held a judicial office for not less than 7 years
Section 11(2) of the Delhi School Education Act, 1973 specifies eligibility for the Presiding Officer of the Delhi School Tribunal. To be appointed, a person must have served as a District Judge

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or held judicial office in India for at least seven years.

105. (D) The order is illegal and void ab initio due to lack of mandatory prior approval under Section 8(2)
Dismissal of an aided school employee without obtaining prior approval from the Director violates Section 8(2) of the Delhi School Education Act, 1973. Such non-compliance renders the dismissal order illegal, unconstitutional, and void ab initio, entitling the employee to reinstatement.

106. (A) 30 days
Section 8(3) of the Delhi School Education Act, 1973 lays down the limitation period for filing appeals. Any employee of a recognized private school aggrieved by an order of dismissal, removal, or reduction in rank must file an appeal before the Delhi School Tribunal within 30 days.

107. (A) Same powers as are vested in a Civil Court under the Code of Civil Procedure, 1908
Section 11(6) of the Delhi School Education Act, 1973 vests the Delhi School Tribunal with powers of a Civil Court under the Code of Civil Procedure, 1908. These include summoning witnesses, enforcing attendance, compelling production of documents, and receiving evidence on affidavit.

108. (C) Mandatory advisory and consultative body to foster parent-school collaboration
Under guidelines issued under the Delhi School Education Rules, 1973, the Parent-Teacher Association (PTA) functions as an advisory and consultative body. It promotes active collaboration between parents and school authorities, supports student welfare initiatives, and assists in maintaining institutional transparency.

109. (D) Pupil's Fund
Rule 173 of the Delhi School Education Rules, 1973 specifies accounting heads for school funds. PTA contributions, fees, and collections gathered from students must be credited to and accounted under the Pupil's Fund, ensuring funds are spent exclusively on student activities and welfare.

110. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and logically connected. Rule 173 mandates that Pupil's Fund and PTA collections must be utilized exclusively for student welfare and co-curricular activities. Consequently, these funds cannot be diverted to acquire capital assets for management members, making R the correct explanation of A.

111. (C) Rules made by the Administrator under the Act
Section 16(1) of the Delhi School Education Act, 1973 mandates that admissions to recognized schools across Delhi must comply with statutory rules framed by the Administrator. Admissions must adhere to prescribed age criteria, non-discriminatory norms, entry-level selection guidelines, and reservation policies.

112. (D) No screening procedure or capitation fee is permitted
Under Section 13 of the Delhi School Education Act, 1973 and Section 13 of the RTE Act, schools are prohibited from subjecting children or their parents to screening procedures or interviews during entry-level admissions. Admissions must follow transparent, non-discriminatory criteria such as random draw of lots.

113. (B) 5 years (or 6 years as aligned with NEP 2020 guidelines)
Rule 135 of the Delhi School Education Rules, 1973 establishes age criteria for admissions. The standard minimum age requirement for admission to Class I in recognized schools is five years (moving to six years under NEP alignment guidelines), calculated as of the start of the academic year.

114. (A) Birth certificate issued by Municipal Corporation/local authority or declaration under oath where birth certificate is unavailable
Rule 138 of the Delhi School Education Rules, 1973 specifies age documentation. An official birth certificate issued by the Municipal Corporation or local authority serves as primary proof. If unavailable, a written self-declaration or affidavit by the parent or guardian is accepted under RTE and statutory rules.

115. (A) I and II only
Statements I and II accurately reflect statutory rules under DSEA and RTE: lack of age proof cannot be grounds for denying admission, and no child can be held back or expelled up to Class VIII. Statement III is false because screening tests for entry-level admissions are illegal.

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116. (B) 25% seats reserved for EWS/DG category free of cost and prior DoE sanction required for fee hike
Concessional land allotment by agencies like DDA includes specific lease conditions ("land clause"). Schools receiving concessional land must reserve 25% of entry-level seats for EWS/DG students free of cost and obtain prior approval from the Director of Education before revising tuition fees.

117. (A) Educational purposes and activities connected with the school
Rule 50(1) of the Delhi School Education Rules, 1973 mandates that land and premises allotted to a recognized school must be used exclusively for educational purposes and related school activities. Utilizing premises for non-educational, commercial, or political events is prohibited under recognition conditions.

118. (D) Issue notice for withdrawal of recognition and report land violation to DDA/L&DO
Under Section 24 and Rule 56, if a private recognized school uses premises for unauthorized commercial purposes, the Director can issue a show-cause notice for withdrawal of recognition. Additionally, the violation is reported to land-owning agencies like DDA or L&DO for lease cancellation.

119. (A) No, it is strictly prohibited
Rule 50(2) of the Delhi School Education Rules, 1973 strictly prohibits running commercial coaching institutes, private entities, or unauthorized evening shifts for non-enrolled students on recognized school premises. School land and buildings must be dedicated solely to regular recognized educational operations.

120. (A) I, II and III only
Statements I, II, and III are correct: land is allotted on concessional rates for educational use, societies cannot sell or transfer the land, and violations risk lease cancellation. Statement IV is incorrect because leasing school premises for commercial entities like call centers is strictly prohibited.

121. (B) At least once in a year
Section 24(1) of the Delhi School Education Act, 1973 makes statutory inspection mandatory. Every recognized school in the Union Territory of Delhi must be formally inspected by authorized departmental officers at least once in every academic year to monitor compliance.

122. (C) The Education Officer / District Deputy Director of Education (DDE)
Rule 190 of the Delhi School Education Rules, 1973 identifies inspecting officers for secondary and senior secondary schools. Inspections are conducted by the designated Education Officer or District Deputy Director of Education (DDE) from the Directorate of Education, GNCTD.

123. (D) Send a copy of the inspection report to the Head of School / Management and the Director
Rule 192 of the Delhi School Education Rules, 1973 requires inspecting officers to formalize their findings. After completing an inspection, the officer must compile a detailed report and forward copies to the Head of School, the Managing Committee, and the Director of Education for necessary action.

124. (B) 30 days (or timeframe specified by Director)
Under Rule 194 of the Delhi School Education Rules, 1973, upon receiving an inspection report highlighting deficiencies, the Head of School or Manager must rectify the defects and submit an Action Taken Report to the inspecting authority within 30 days or the timeframe specified by the Director.

125. (C) Issue directions to rectify defects within a specified time, failing which grant-in-aid can be stopped/reduced or recognition withdrawn
Under Section 24(3) of the Delhi School Education Act, 1973, inspection findings carry statutory weight. If deficiencies are uncovered, the Director can issue mandatory directions for rectification. Failure to comply allows the Director to stop or reduce financial aid or initiate withdrawal of recognition.

126. (D) No Civil Court shall have jurisdiction in respect of any matter in relation to which the Administrator or Director is empowered by or under this Act
Section 25 of the Delhi School Education Act, 1973 creates an explicit bar on Civil Court jurisdiction. Civil Courts are barred from entertaining suits or applications regarding matters where the Administrator, Director, or Tribunal is empowered to act under the provisions of the legislation.

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127. (C) Up to 1 year
Section 27 of the Delhi School Education Act, 1973 prescribes penal sanctions for non-compliance. Any person who fails to comply with orders or directions issued under the Act or rules is guilty of an offence punishable with imprisonment for a term extending up to one year.

128. (B) Up to Rs. 1,000 (or fine as amended per statutory provisions)
Section 27 of the Delhi School Education Act, 1973 establishes monetary penalties for non-compliance. Persons violating statutory directions or operating without compliance face fines extending up to Rs. 1,000 (or higher fine amounts as updated by statutory amendments and judicial directions), alongside potential imprisonment.

129. (B) 30 days
Section 28(3) of the Delhi School Education Act, 1973 requires legislative oversight. Every rule framed by the Administrator must be laid before Parliament (or the Delhi Legislative Assembly) while in session for a total period of 30 days to undergo statutory scrutiny and approval.

130. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. Section 11 creates the Delhi School Tribunal as a specialized judicial body to adjudicate service disputes of private school staff. Consequently, Section 25 bars Civil Courts from entertaining suits regarding employee dismissals, making R the correct explanation of A.

131. (C) Delhi School Education (Amendment) Act / RTE Act 2009 read with Delhi RTE Rules 2011
The reservation of 25% entry-level seats for Economically Weaker Section (EWS) and Disadvantaged Group (DG) children in private unaided schools was enacted under Section 12(1)(c) of the Right to Free and Compulsory Education Act, 2009, enforced through Delhi RTE Rules 2011.

132. (A) Delhi High Court and Supreme Court of India
Key interpretations of the Delhi School Education Act, 1973—particularly regarding fee regulation, accounting audits, and preventing commercialization—have been established through landmark judgments rendered by the Delhi High Court and the Supreme Court of India (such as Modern School and Abhayaspuri cases).

133. (D) Chapter II
In the Delhi School Education Rules, 1973, Chapter II covers the regulations governing the "Recognition of Schools". It sets out procedural requirements, application forms, inspection routines, accommodation norms, financial conditions, and operational requirements that private schools must fulfill to secure recognition.

134. (D) Chapter IV
Chapter IV of the Delhi School Education Rules, 1973 contains statutory provisions governing "Terms and Conditions of Service of Employees of Recognized Private Schools". It details regulations on recruitment, pay scales, probationary periods, leave entitlements, codes of conduct, penalties, and termination procedures.

135. (D) I, II, III and IV
All pairs accurately match chapters of the Delhi School Education Rules, 1973: Chapter II covers Recognition of Schools; Chapter III governs School Property; Chapter IV regulates Terms and Conditions of Service of Employees; and Chapter VI regulates Admission to Schools and Fees.

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136. (C) The Director from time to time / NCTE norms
Under Rule 96 of the Delhi School Education Rules, 1973, minimum academic and professional qualifications for appointing teachers in recognized schools are prescribed by the Director of Education from time to time, aligned with standards laid down by the National Council for Teacher Education (NCTE).

137. (B) 60 years
Under Rule 110 of the Delhi School Education Rules, 1973, the standard age of superannuation for teachers and employees in recognized private schools is 60 years. Upon reaching 60 years of age, the employee retires from regular service, subject to provisions for mid-session extensions.

138. (B) Yes, to avoid disruption in teaching, subject to fitness and approval guidelines
Rule 110(2) of the Delhi School Education Rules, 1973 permits re-employment. If a teacher reaches the superannuation age of 60 during an ongoing

academic session, the management may extend service or re-employ the teacher until the end of the academic session to ensure uninterrupted instruction.

139. (D) All of the above
Rule 151 of the Delhi School Education Rules, 1973 lists mandatory registers that recognized schools must maintain. These include Admission and Pupil Registers, Teacher Attendance Registers, Cash Books, Fee Receipt Registers, and Stock Registers, ensuring complete administrative and financial accountability.

140. (D) I, II, III and IV
All four listed items are mandatory statutory records under Rule 151 of the Delhi School Education Rules, 1973: Service Books of employees (I), Cumulative Record Cards for students (II), Property Stock Registers (III), and Pupil's Fund Account Registers (IV) must be maintained by schools.

141. (B) The Director of Education
Rule 59 of the Delhi School Education Rules, 1973 requires every private recognized school to frame a written "Scheme of Management". This document outlines governance rules, committee membership, and administrative duties, and must be submitted to and approved by the Director of Education.

142. (C) Illegal and an offence punishable under Section 27
Under Section 13 of the Delhi School Education Act, 1973, collecting capitation fees or demanding voluntary donations for student admission is illegal. Such action constitutes a statutory offence under Section 27, subjecting the school management to criminal prosecution, fines, and administrative sanctions.

143. (D) Refundable in full within prescribed time after deducting legitimate dues
Rule 170 of the Delhi School Education Rules, 1973 addresses caution money and security deposits. When a student leaves school, security deposits must be refunded in full within the prescribed timeframe, after deducting any legitimate outstanding dues owed by the student.

144. (A) The Director of Education, GNCTD
Under Rule 153 of the Delhi School Education Rules, 1973, the authority to prescribe the official academic calendar, specify minimum annual working days, and notify vacation and holiday schedules for all recognized schools in Delhi rests with the Director of Education, GNCTD.

145. (B) Incorrect, compulsory retirement amounts to termination/reduction in rank, attracting mandatory prior approval under Section 8(2) and tribunal jurisdiction under Section 11
Compulsory retirement imposes a major penalty resulting in termination of employment. Courts have established that compulsory retirement falls under the scope of Section 8(2) and Section 11 of the Delhi School Education Act, 1973, requiring prior approval of the Director and granting appeal rights before the Tribunal.

146. (C) 220 days
Rule 154 of the Delhi School Education Rules, 1973 (aligned with statutory standards) mandates that secondary and senior secondary schools in Delhi must operate for a minimum number of working days in an academic year, setting the baseline requirement at 220 working days.

147. (B) 45 hours (including preparation hours as per RTE norms)
Under Rule 155 of the Delhi School Education Rules, 1973 read with Right to Education Act guidelines, teachers in recognized schools are required to complete a minimum work requirement of 45 teaching and instructional preparation hours per week during the academic session.

148. (B) No, Section 25 explicitly bars Civil Courts from issuing injunctions in respect of actions taken under the Act
Section 25 of the Delhi School Education Act, 1973 expressly bars Civil Courts from granting injunctions against actions taken by statutory authorities under the Act. Consequently, Civil Courts cannot issue injunctions to restrain the Directorate from executing management takeovers initiated under Section 20.

149. (D) Final and binding on both parties
Section 11(4) of the Delhi School Education Act, 1973 provides that orders passed by the Delhi School Tribunal on appeals preferred by school employees are final and binding on both the employee and the school management, subject only to constitutional writ jurisdiction.

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150. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. Under Section 17 and Rule 180, DoE is empowered to ensure financial transparency and prevent profiteering. To enforce this, DoE has legal authority to order a financial audit of private unaided recognized schools, making R the correct explanation of A.

151. (C) The Central Government
Under Section 2(c) of the Delhi School Education Act, 1973, the term "appropriate authority" in relation to any school established, owned, or managed by the Delhi Development Authority or Central Government is defined specifically as the Central Government itself for statutory oversight.

152. (D) The Director of Education
Rule 44(2) of the Delhi School Education Rules, 1973 stipulates that every formal application seeking recognition for establishing a new private school must be formally addressed and submitted to the Director of Education, GNCTD, along with prescribed documents and inspection fees.

153. (C) 6 months
Section 4(1)(a) of the Delhi School Education Act, 1973 requires applicant schools to demonstrate financial stability. The school management must show that it possesses adequate reserve funds to ensure continuous operations and cover staff salaries for a minimum period of six months.

154. (A) The examining body with which it is affiliated (e.g., CBSE)
Section 4(5) of the Delhi School Education Act, 1973 grants recognized schools the right to present their eligible students for public board examinations. Examinations must be conducted by the recognized examining body or board with which the school is formally affiliated, such as the CBSE.

155. (A) I and II only
Statements I and II are correct: unrecognized schools cannot present regular candidates for public board exams, and operating an unrecognized school is punishable under Section 27. Statement III is false because unrecognized schools cannot issue valid Transfer Certificates recognized by government authorities.

156. (B) 1 year
Rule 47 of the Delhi School Education Rules, 1973 provides that when initial recognition is granted to a school on a provisional basis, such provisional recognition remains valid for a period of one year, after which it must be reviewed for extension or permanent status.

157. (A) Government Schools
Section 3(2) of the Delhi School Education Act, 1973 empowers the Administrator to establish, maintain, and manage educational institutions across Delhi as necessary. Schools established directly under this statutory authority are categorized and managed as Government Schools by the Directorate of Education.

158. (D) It may be stopped, reduced, or suspended by the Director
Under Section 6 of the Delhi School Education Act, 1973, grant-in-aid depends on fulfilling educational standards. If an aided school fails to maintain required academic, administrative, or structural standards, the Director is empowered to stop, reduce, or suspend financial grants to the institution.

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159. (B) 3 years
Rule 62 of the Delhi School Education Rules, 1973 regulates the operational term of school managing bodies. Under an approved Scheme of Management, the Managing Committee of a recognized private school can be constituted for a maximum tenure of three years before fresh elections/reconstitution.

160. (B) I, II, III and IV
All four statements accurately reflect Section 20 provisions: management takeover can follow financial irregularities (I), requires prior show-cause notice (II), cannot exceed five years in aggregate (III), and leads to appointing an Authorized Officer to run the institution (IV).

161. (D) To advise the Administrator on matters of policy relating to education in Delhi
Section 23 of the Delhi School Education Act, 1973 details the role of the Advisory Board. The primary function of this statutory board is to advise the Administrator on foundational policy matters, curriculum standardization, structural reforms, and general administrative improvements for school education in Delhi.

162. (B) The Director
Section 17(2) of the Delhi School Education Act, 1973 restricts fee collection in government-aided private schools. No aided school can levy, revise, or collect any fee or charge from students without obtaining prior formal approval from the Director of Education.

163. (C) Accounts must be audited annually by a Chartered Accountant
Rule 175 of the Delhi School Education Rules, 1973 mandates financial transparency for recognized private schools. Managing committees must ensure that all accounts and financial statements of the school are audited annually by a qualified Chartered Accountant registered with the ICAI.

164. (A) Development and expansion of school facilities
Section 18(2) of the Delhi School Education Act, 1973 restricts the deployment of the Development Fund created in aided schools. Collections credited to this account must be utilized exclusively for institutional growth, structural development, and expanding educational facilities for students.

165. (A) Direct the school to roll back the hike and refund/adjust the excess fee collected
Unilateral mid-session fee hikes without statutory filings under Section 17(3) violate the law. Upon verifying complaints, the Fee Anomalies Committee and Directorate direct the management to immediately roll back the unauthorized increase and refund or adjust all excess fee amounts collected from parents.

166. (C) 4 months (or by 31st July)
Rule 180 of the Delhi School Education Rules, 1973 mandates annual financial reporting. Every recognized private unaided school must submit an audited statement of income, expenditure, and balance sheet to the Director within four months of the close of the financial year (by 31st July).

167. (C) Pay the salary directly to employees and deduct the amount from the grant-in-aid payable to the school
Section 10(2) of the Delhi School Education Act, 1973 safeguards staff pay. If an aided school defaults on paying employee salaries per statutory scales, the Director can disburse salaries directly to staff members and deduct equivalent amounts from future grant-in-aid installments.

168. (D) The Chairman of the Managing Committee, two nominees of Director, and an expert
Rule 96(3)(a) of the Delhi School Education Rules, 1973 details the composition of Selection Committees for appointing a Head of School in an aided school. It includes the Chairman of the Managing Committee, two nominees of the Director, and an education expert.

169. (A) The Managing Committee
Rule 98(1) of the Delhi School Education Rules, 1973 identifies the appointing authority in private recognized aided schools. The power to issue appointment orders to teachers and staff rests with the Managing Committee, subject to obtaining formal approval from the Director of Education.

170. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. Section 8(2) safeguards service conditions for both permanent and probationary employees in aided schools. Terminating a probationer before completing the probation period requires prior approval of the Director under Section 8(2), making R the correct explanation of A.

171. (A) One year, extendable by one more year
Rule 105 of the Delhi School Education Rules, 1973 regulates probation periods for teachers and heads of schools in recognized private institutions. The standard probation period is set at one year, which can be extended by one additional year with prior approval from the Director.

172. (A) Rule 123
Rule 113 of the Delhi School Education Rules, 1973 specifies that every employee of a recognized private school must abide by the statutory Code of Conduct detailed in Rule 123, which outlines professional ethics, prohibitions, and standards of conduct for school staff.

173. (A) Recovery from pay of the whole or part of any pecuniary loss caused to the school by negligence
Rule 120(1) of the Delhi School Education Rules, 1973 classifies penalties into minor and major categories. Minor penalties include censure, withholding of increments without cumulative

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effect, and recovery from pay of pecuniary losses caused to the school by negligence or breach of orders.

174. (C) Reduction in rank or compulsory retirement
Under Rule 120(1) of the Delhi School Education Rules, 1973, major penalties involve severe disciplinary measures. These comprise reduction in rank or pay grade, compulsory retirement, removal from service, and dismissal from service following formal disciplinary proceedings.

175. (D) I, II and III
All three statements accurately describe disciplinary mechanisms in aided private schools under DSER: the Managing Committee acts as the Disciplinary Authority (I), the Disciplinary Committee must include a nominee of the Director (II), and major penalties require prior statutory approval under Section 8(2) (III).

176. (A) The employee shall be deemed to have been reinstated with full pay and allowances from the date of suspension
Under Section 8(5) of the Delhi School Education Act, 1973, if the Director disapproves an emergency suspension imposed by an aided school management, the suspension order becomes void, and the employee is deemed reinstated with full pay and benefits from the suspension date.

177. (A) One Presiding Officer
Section 11(1) of the Delhi School Education Act, 1973 defines the composition of the Delhi School Tribunal. The tribunal functions as a single-member judicial body comprising one Presiding Officer appointed by the Administrator possessing prescribed judicial qualifications.

178. (B) The management can be prosecuted under Section 27 for non-compliance and faces proceedings for contempt / execution
Orders passed by the Delhi School Tribunal are final under Section 11(4). If a school management refuses to comply with Tribunal orders, it faces execution proceedings before competent courts and criminal prosecution under Section 27 of the Act for willful non-compliance.

179. (B) Prescribed statutory limit / unspent balance rules under DoE guidelines
Rule 173 of the Delhi School Education Rules, 1973 regulates carry-forward balances in Pupil's Funds. Schools must adhere to prescribed statutory limits and Directorate instructions regarding maximum unspent balances carried over to the next financial year without special sanction.

180. (A) I, II and IV only
Statements I, II, and IV represent correct PTA guidelines: executive bodies balance parent and teacher members, the Head of School serves as ex-officio President/Patron, and PTAs promote parent involvement. Statement III is false because PTA funds cannot be spent on commercial shop construction.

181. (C) Rules made by the Administrator under the Act
Section 16(1) of the Delhi School Education Act, 1973 establishes that admissions to all recognized private and government schools in Delhi must strictly follow rules and directives framed by the Administrator to guarantee non-discriminatory, transparent, and age-appropriate admission processes.

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182. (B) They can be admitted up to Class VIII subject to age criteria and testing/verification as per rules
Rule 133 of the Delhi School Education Rules, 1973 read with RTE provisions allows students migrating from unrecognized institutions to seek admission into recognized schools up to Class VIII. Admission is subject to age-appropriate placement and basic verification conducted under departmental rules.

183. (C) Fine up to 10 times the capitation fee charged
Section 13 of the Delhi School Education Act, 1973 read with RTE Act Section 13 strictly bans capitation fees. Demanding capitation fees renders the management liable to statutory penalties, including fines extending up to ten times the capitation fee amount collected.

184. (A) Absence without leave for continuous 15 working days (after due notice)
Rule 145 of the Delhi School Education Rules, 1973 governs striking names off rolls. A student's name may be removed from school registers if the student remains continuously absent without approved leave for 15 working days, following mandatory written notice to parents.

185. (B) EWS students are entitled to completely free education including tuition, books, uniform, and no additional fees can be levied
Under Section 12(1)(c) of the RTE Act and Delhi guidelines, students admitted under EWS/DG quotas are entitled to free education. Schools cannot demand ancillary charges like activity or smart class fees; tuition, uniforms, and learning materials must be provided without cost.

186. (A) Commercial, political, or non-educational activities
Rule 50(1)(g) of the Delhi School Education Rules, 1973 sets conditions for recognition. It mandates that recognized school premises, land, and buildings must not be used for commercial operations, political rallies, private functions, or any activity unrelated to educational operations.

187. (A) DDA can cancel the lease deed and re-enter the property
Lease agreements executed by land-owning agencies like DDA contain strict timelines for school construction. If a private entity fails to construct a recognized school within the stipulated period, DDA is legally authorized to cancel the lease deed and re-enter the land.

188. (B) No, running a second shift requires explicit prior permission/recognition from the Director
Under Rule 50 of the Delhi School Education Rules, 1973, recognition is granted for specific operational conditions. A school management cannot initiate a second or evening shift under an existing recognition without obtaining explicit prior sanction and approval from the Director of Education.

189. (D) All of the above
Rule 191 of the Delhi School Education Rules, 1973 prescribes a comprehensive scope for school inspections. Inspections evaluate academic performance, teaching standards, register maintenance, financial accounts, property upkeep, and student health, safety, and sanitation facilities.

190. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. While routine annual inspections are mandated under Section 24, surprise inspections allow authorized officers to detect sudden violations of safety, financial discipline, or statutory rules without prior warning, making R the correct explanation of A.

191. (C) 30 days
Rule 193 of the Delhi School Education Rules, 1973 requires timely communication of inspection results. The inspecting officer must finalize and transmit the formal inspection report to the school management and Head of School within 30 days of conducting the inspection.

192. (B) The Administrator / Directorate of Education
Section 11(3) of the Delhi School Education Act, 1973 provides for tribunal administration. The staff, secretarial assistance, premises, and operational infrastructure required for the smooth functioning of the Delhi School Tribunal are provided directly by the Administrator through the Directorate of Education.

193. (B) Yes, the Supreme Court confirmed that employees of unaided private schools also have remedy before Delhi School Tribunal
Through judicial interpretations (such as the Supreme Court ruling in the Shashi Gaur case), it was established that the appellate jurisdiction of the Delhi School Tribunal under Section 8(3) extends to employees of all recognized private schools, including unaided institutions.

194. (B) The Director or an officer authorized by him in this behalf
Section 27 of the Delhi School Education Act, 1973 controls prosecution proceedings. Courts can take cognizance of offences committed under the Act only upon receiving a formal written complaint filed by the Director of Education or an officer specifically authorized by him.

195. (D) I, II and III
All three statements describe valid statutory mechanisms: the Delhi School Tribunal handles employee dismissal disputes (I), the Administrator hears recognition appeals under Section 4(3) (II), and the Fee Anomalies Committee addresses parent fee grievances (III).

196. (D) All of the above
Section 28(2)(a) of the Delhi School Education Act, 1973 provides broad rule-making powers. The Administrator can make rules regarding school regulation in Delhi, conditions for recognition, recruitment norms, qualifications, pay scales, and terms of service for school employees.

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197. (A) The Disciplinary Authority / Managing Committee
Under Rule 114 of the Delhi School Education Rules, 1973, if a teacher in a recognized private school violates the statutory Code of Conduct, disciplinary proceedings are initiated by the Managing Committee acting as the designated Disciplinary Authority for the institution.

198. (A) Leave rules framed by the Administrator / applicable Central Civil Services (Leave) Rules as adapted
Rule 103 of the Delhi School Education Rules, 1973 regulates leave entitlements for private school employees. Staff members are entitled to leave in accordance with statutory leave rules framed by the Administrator, which align with applicable Central Civil Services (Leave) Rules.

199. (A) Complete history of service, leave records, salary scale, and performance entries
Rule 108 of the Delhi School Education Rules, 1973 mandates maintaining Service Books for school staff. The Service Book serves as an official cumulative record containing details of appointment, service history, pay increments, leave accounts, qualifications, and administrative verification entries.

200. (A) I, II and IV only
Statements I, II, and IV represent correct rules: teacher qualifications follow NCTE norms, TET/CTET is mandatory for elementary teachers, and qualification relaxations require statutory approval. Statement III is false because unaided private schools cannot hire unqualified teachers regardless of salary.

201. (B) 7 days (or as specified annually by Directorate guidelines)
Under Rule 156 of the Delhi School Education Rules, 1973, the Head of School is authorized to declare a limited number of discretionary local holidays during an academic year, setting the standard ceiling at seven days subject to annual Directorate orders.

202. (A) The Class Teacher on every working day
Rule 157 of the Delhi School Education Rules, 1973 regulates pupil attendance tracking. The Class Teacher is statutorily required to maintain daily attendance registers, recording presence, absence, or leave for every student on each working day of the academic session.

203. (D) No school shall collect any capitation fee or compulsory donation from students or parents
Section 14 of the Delhi School Education Act, 1973 imposes an absolute statutory ban on capitation fees. Recognized schools are strictly prohibited from demanding or collecting any capitation fee, voluntary donation, or building fund contribution as a condition for admitting students.

204. (B) Only prescribed admission fee / administrative charges as per DoE norms
Rule 170 of the Delhi School Education Rules, 1973 governs fee refunds. If a student withdraws prior to attending classes after completing admission, the school must refund collected fees, retaining only the standard non-refundable admission fee and approved administrative charges.

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205. (A) The suspension automatically lapsed on the 15th day, and the employee is deemed to be on active duty with full pay entitlement
Under Section 8(4) and Section 8(5) of the Delhi School Education Act, 1973, an emergency suspension must be sent to the Director within 15 days. If unapproved within 15 days, the suspension automatically lapses, entitling the employee to resume active duty with full back pay.

206. (B) Directorate of Education, GNCTD
Under Section 12 of the Delhi School Education Act, 1973 and departmental promotion guidelines, the Directorate of Education, GNCTD, is responsible for maintaining cadre-wise seniority lists of teachers and conducting Departmental Promotion Committees for career progression in Government schools.

207. (A) Seniority-cum-merit
Rule 107 of the Delhi School Education Rules, 1973 specifies promotion criteria for staff in aided schools. Promotions to higher teaching or administrative posts are made based on seniority-cum-merit, evaluating cumulative service length alongside performance appraisals and eligibility.

208. (A) The Head of School and reviewed by the Manager/Managing Committee
Under Rule 112 of the Delhi School Education Rules, 1973, Annual Performance Assessment Reports (APAR/ACR) of teachers in aided schools are initiated annually by the Head of

School and subsequently reviewed and accepted by the Manager or designated Managing Committee authority.

209. (A) The Government / Directorate of Education
Section 24(4) of the Delhi School Education Act, 1973 specifies that costs associated with conducting statutory inspections of schools by departmental officers are borne by the Government through the Directorate of Education, prohibiting schools from charging inspection fees to students or staff.

210. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. Section 26 of the Delhi School Education Act, 1973 grants statutory indemnity to public servants. Consequently, no civil suit or legal proceeding lies against the Administrator, Director, or authorized officers for actions taken in good faith under the Act, making R the correct explanation of A.

211. (A) Two nominees
Rule 59(1)(e) of the Delhi School Education Rules, 1973 mandates that the Managing Committee of every government-aided private school must include two departmental nominees appointed by the Director of Education to ensure regulatory oversight and administrative compliance.

212. (A) Two nominees (or as specified under rules/ court modifications)
Under Rule 59(1)(f) of the Delhi School Education Rules, 1973, the Scheme of Management for an unaided private school provides for including two nominees of the Director on its Managing Committee to ensure compliance with general education standards and statutory mandates.

213. (A) Basic pay, Dearness Allowance, HRA, Transport Allowance, and medical benefits
Section 10(1) of the Delhi School Education Act, 1973 guarantees comprehensive pay parity. Pay scales and allowances for private school staff must match government rates, including basic pay, Dearness Allowance, House Rent Allowance, Transport Allowance, medical benefits, and retirement terminal benefits.

214. (A) Filing a writ petition under Article 226 in the Delhi High Court for enforcement of statutory duty under Section 10
Section 10(1) creates a statutory obligation for private school managements to provide pay parity. If a management defaults on paying legal scales, aggrieved employees can file a writ petition under Article 226 in the High Court of Delhi to enforce statutory compliance.

215. (D) I, II and III
All three statements reflect statutory mandates: the Act applies across the Union Territory of Delhi (I), operating unrecognized schools is illegal under Section 3 (II), and managing committees must adhere to approved Schemes of Management under Section 5 (III).

216. (D) All of the above
Rule 60 of the Delhi School Education Rules, 1973 sets requirements for the Scheme of Management. The scheme must detail committee composition, administrative duties of the Manager and Head of School, financial procedures, accounting controls, and staff operational rules.

217. (A) Direct the Managing Committee to amend the Scheme of Management within a specified timeframe
Under Rule 64 of the Delhi School Education Rules, 1973, if the Director finds that a school's Scheme of Management contains provisions inconsistent with the Act or rules, he can direct the Managing Committee to modify and amend the scheme within a specified timeframe.

218. (A) An emergency situation involving gross misconduct or moral turpitude, subject to post-facto approval within 15 days
Under Section 8(4) of the Delhi School Education Act, 1973, prior approval for suspending an aided school employee is waived in emergency situations involving gross misconduct or moral turpitude, provided the management submits the suspension for post-facto approval within 15 days.

219. (A) The suspension order lapses and becomes completely void
Under Section 8(4) and Section 8(5) of the Delhi School Education Act, 1973, if an emergency suspension is not submitted to the Director within 15 days, or if the Director refuses approval,

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the suspension order automatically lapses and becomes legally void.

220. (A) I, II and III only
Statements I, II, and III are correct: Tribunal orders are final under Section 11(4), non-compliance is punishable under Section 27, and High Courts enforce orders via writ/contempt jurisdiction. Statement IV is false because academic results do not allow management to ignore judicial orders.

221. (A) Disciplinary Committee comprising Chairman of Managing Committee, Manager, Head of School, teacher representative, and Director's nominee
Under Rule 121 of the Delhi School Education Rules, 1973, formal inquiries against aided school teachers are conducted by an Inquiry Committee consisting of the Chairman of the Managing Committee, Manager, Head of School, teacher representative, and a Director's nominee.

222. (A) A senior Principal of another recognized school nominated by the Managing Committee/ Director
Rule 121(2) of the Delhi School Education Rules, 1973 handles inquiries against Heads of Schools. To maintain impartiality, the Head of School is replaced on the Inquiry Committee by a senior Principal from another recognized school, nominated by the Managing Committee or Director.

223. (D) All of the above
Under Rule 123(1) of the Delhi School Education Rules, 1973, teachers are prohibited from neglecting duties (a), propagating communal or sectarian feelings (b), or discriminating against students based on religion, caste, gender, or place of birth (c).

224. (A) It creates conflict of interest and violates statutory Code of Conduct
Rule 123(1)(k) of the Delhi School Education Rules, 1973 strictly forbids teachers from undertaking private tuition or commercial tutoring. Commercial tutoring creates administrative conflicts of interest, undermines regular classroom instruction, and violates the statutory Code of Conduct.

225. (B) No, engaging in private employment/ consultancy without permission violates Rule 123 and constitutes misconduct justifying disciplinary action
Rule 123 prohibits teachers from taking up outside commercial employment or paid consultancy without permission. The Code of Conduct applies continuously; hence, undertaking commercial consultancy outside school hours without permission constitutes misconduct subject to disciplinary action under Rule 120.

226. (A) Certificate of medical fitness from a recognized government medical officer/civil surgeon
Rule 100 of the Delhi School Education Rules, 1973 mandates that every candidate selected for initial appointment in a recognized private school must submit a valid medical fitness certificate issued by an authorized Government Medical Officer or Civil Surgeon prior to assuming charge.

227. (A) Verification of character and antecedents through police authorities
Rule 101 of the Delhi School Education Rules, 1973 requires character verification prior to regularizing staff appointments in recognized schools. Formal verification of character and antecedents must be conducted through designated police authorities to confirm suitability for employment.

228. (A) Same as the age limits prescribed for corresponding posts in Government schools run by Directorate of Education
Rule 102 of the Delhi School Education Rules, 1973 aligns recruitment age standards. Upper and lower age limits for direct recruitment to teaching posts in private recognized schools must match those prescribed for corresponding teaching cadres in Delhi Government schools.

229. (A) Maintained annually in prescribed format to evaluate performance, integrity, and teaching ability
Rule 109 of the Delhi School Education Rules, 1973 requires maintaining Annual Performance Assessment Reports (APAR/ACR). Reports are written annually for every teacher using prescribed evaluation formats to assess teaching performance, administrative competence, professional conduct, and integrity.

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230. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. Rule 106 protects permanent employees in aided schools against arbitrary retrenchment due to section closures, requiring absorption or prior statutory approval from the Director before retrenchment, making R the correct explanation of A.

231. (A) The Director may absorb the surplus permanent staff into other government or aided schools subject to availability of vacancies
Under Rule 106 of the Delhi School Education Rules, 1973, when an aided school reduces sections or closes down, creating surplus staff, the Director is empowered to absorb affected permanent employees into other government or aided schools against available vacancies.

232. (A) Corporal punishment is strictly prohibited in all recognized schools
Rule 146 of the Delhi School Education Rules, 1973 read with Section 17 of the RTE Act places an absolute ban on corporal punishment. Inflicting physical punishment or mental harassment on students in any recognized school is strictly prohibited under law.

233. (A) The Head of School
Under Rule 149 of the Delhi School Education Rules, 1973, the Head of School holds administrative responsibility for student records. The Head of School maintains safe custody, inspects daily entries, and conducts periodic verification of all pupil attendance registers.

234. (A) Issued promptly on application after clearing outstanding legitimate dues
Rule 158 of the Delhi School Education Rules, 1973 details procedures for issuing Transfer Certificates. When a student withdraws, the school must issue a Transfer Certificate promptly upon application, provided all legitimate school fees and library dues have been cleared.

235. (D) I, II and III
All three statements correctly reflect rules governing Transfer Certificates: TCs require counter-signature by the Education Officer for interstate transfers (I), schools cannot withhold TCs to extract illegal fees (II), and arbitrary denial violates student rights under RTE/DSEA (III).

236. (A) Periodic medical examination of all students must be conducted and health records maintained
Rule 160 of the Delhi School Education Rules, 1973 mandates health monitoring in recognized schools. School authorities must arrange periodic medical check-ups for all enrolled students, notify parents of health issues, and maintain cumulative health record cards.

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237. (A) Clean drinking water and proper sanitation facilities separate for boys and girls
Rule 161 of the Delhi School Education Rules, 1973 sets basic infrastructure standards. Recognized schools are statutorily required to provide clean, safe drinking water facilities and maintain separate, hygienic lavatories and sanitation units for male and female students.

238. (A) A mandatory condition for initial recognition and its periodic continuation
Rule 162 of the Delhi School Education Rules, 1973 mandates structural and fire safety compliance. Possessing valid structural safety and fire clearance certificates from competent authorities (such as PWD and Delhi Fire Service) is a mandatory requirement for granting and maintaining recognition.

239. (A) A scheduled bank account operated jointly by the Head of School and a designated teacher/ member
Rule 176 of the Delhi School Education Rules, 1973 regulates Pupil's Fund banking. All student welfare collections must be deposited into a designated scheduled bank account, operated jointly by the Head of School and a nominated senior teacher or committee member.

240. (A) I, II and III only
Statements I, II, and III represent correct financial rules: Pupil's Funds cannot be spent on building construction, collection limits are regulated by DoE orders, and accounts undergo annual audits. Statement IV is false because paying bonuses to management members is illegal.

241. (B) School Fund
Section 18(3) of the Delhi School Education Act, 1973 specifies accounting heads for unaided recognized institutions. All tuition fees, admission charges, and revenue receipts collected from students must be credited to a dedicated

institutional account designated as the "School Fund."

242. (D) Both (B) and (C) represent statutory prohibitions
Section 18(4) of the Delhi School Education Act, 1973 imposes statutory restrictions on fees collected by unaided schools. Income derived from students cannot be diverted to non-educational uses, sister trusts, or commercial ventures, and must be spent solely on that specific school's educational activities.

243. (C) Register of School Property
Rule 179 of the Delhi School Education Rules, 1973 requires every recognized private school to maintain an updated inventory of all fixed and movable assets. Institutional lands, buildings, laboratory apparatus, furniture, and equipment must be cataloged in the official "Register of School Property."

244. (D) The Director
Section 7(1) of the Delhi School Education Act, 1973 restricts transfers of institutional assets. No school property—whether movable or immovable—can be sold, mortgaged, leased, gifted, or transferred by a private managing committee without obtaining prior written sanction from the Director.

245. (B) Any transfer/mortgage of school property without prior sanction of the Director is void and illegal
Section 7 of the Delhi School Education Act, 1973 prohibits mortgaging or encumbering school assets without prior approval. Attempting to mortgage school land or buildings to finance commercial projects without the Director's sanction is legally void, unconstitutional, and punishable under statutory rules.

246. (B) Take action to recover or protect the property and initiate legal proceedings / management takeover
Section 7(2) of the Delhi School Education Act, 1973 empowers the Director when school assets are unlawfully transferred. If school property is sold or mortgaged without approval, the Director can initiate legal proceedings to recover the property and take over school management under Section 20.

247. (C) Accounts Officer / Audit team authorized by the Director of Education
Rule 181 of the Delhi School Education Rules, 1973 governs financial audits. Departmental audit teams and Accounts Officers authorized by the Director of Education are empowered to inspect, audit, and verify account books, fee ledgers, and property registers of recognized schools.

248. (D) The Director may order recovery, withhold grant-in-aid, or take action under Section 20/24/27
Under Rule 182 of the Delhi School Education Rules, 1973, if an audit report uncovers siphoning of funds or financial malpractices, the Director can order recovery of funds, stop grant-in-aid, initiate management takeover under Section 20, or prosecute offenders under Section 27.

249. (A) Disciplinary action under the rules
Section 9 of the Delhi School Education Act, 1973 requires all employees of recognized private schools to adhere to the prescribed Code of Conduct. Any breach or violation of these conduct rules renders the employee liable to formal disciplinary proceedings and statutory penalties.

250. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. Section 8(2) requires prior approval of the Director before dismissing an aided school teacher, acting as a protective safeguard against arbitrary victimization by private managements. Dismissal without such approval is a nullity in law, making R the correct explanation of A.

251. (D) The Administrator out of the funds of the school and state grants
Section 21 of the Delhi School Education Act, 1973 handles financial management during management takeovers. When the Administrator takes over school management, employee salaries are disbursed directly by the Administrator or Authorized Officer using school funds and applicable state grants-in-aid.

252. (B) The Managing Committee and Manager of the school
Section 21(2) of the Delhi School Education Act, 1973 details powers during management takeovers. The Authorized Officer appointed

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by the Administrator assumes complete administrative control, exercising all statutory powers and functions previously held by the school's Managing Committee and Manager.

253. (C) The Head of School is the administrative and academic head responsible for internal discipline, guidance, and day-to-day administration
Rule 68 of the Delhi School Education Rules, 1973 defines the authority of the Head of School. The Head of School serves as the principal academic and administrative executive, supervising daily instruction, maintaining student discipline, guiding teachers, and managing routine school operations.

254. (D) Financial administration and official correspondence of the school with the Directorate in accordance with decisions of Managing Committee
Rule 69 of the Delhi School Education Rules, 1973 outlines the Manager's role. The Manager handles institutional correspondence with the Directorate of Education, manages corporate affairs, and executes financial administration based on decisions approved by the Managing Committee.

255. (D) I, II and III
All three statements describe the division of duties under DSER: Managers cannot interfere in daily classroom instruction (I), Heads of School serve as ex-officio Member-Secretaries of Managing Committees (II), and Managers cannot exercise administrative powers reserved for Heads of School (III).

256. (A) 1st April of each year
Rule 131 of the Delhi School Education Rules, 1973 defines the academic calendar. The standard academic session for all recognized government and private schools in the Union Territory of Delhi commences on 1st April of each calendar year.

257. (A) 31st March of the following year
Rule 132 of the Delhi School Education Rules, 1973 defines the academic year endpoint. The annual school session officially concludes on 31st March of the following calendar year, framing a 12-month academic operational period for Delhi schools.

258. (B) Admitted subject to availability of seat and compliance with admission rules
Rule 136 of the Delhi School Education Rules, 1973 regulates mid-session admissions. A student transferring from another recognized school with a valid Transfer Certificate can be admitted during mid-session, provided a vacant seat exists and general admission rules are satisfied.

259. (C) Entitled to fee exemptions and concessions as per Government notifications from time to time
Rule 141 of the Delhi School Education Rules, 1973 governs fee concessions. Students belonging to Scheduled Castes, Scheduled Tribes, and economically vulnerable groups in Government and aided schools are entitled to fee exemptions, stipends, and concessions per official policy notifications.

260. (A) I, II and III only
Statements I, II, and III accurately state fee regulations: aided school tuition fees follow DoE rates, unaided schools must file fee structures before the session starts, and retrospective fee hikes are illegal. Statement IV is false because charging capitation fees for infrastructure is strictly illegal.

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261. (D) Adequate number of suitable books, periodicals, and reference material for students and teachers
Rule 163 of the Delhi School Education Rules, 1973 mandates library infrastructure. Every recognized school must maintain an accessible library stocked with an adequate collection of age-appropriate books, reference volumes, educational journals, and reading materials for students and teaching staff.

262. (A) Mandatory for all recognized schools
Rule 164 of the Delhi School Education Rules, 1973 makes physical education infrastructure mandatory. Every recognized school must provide adequate play areas, sports equipment, and physical training programs to support student physical fitness and co-curricular development.

263. (B) A qualified chartered engineer / Municipal Corporation / PWD competent authority
Rule 165 of the Delhi School Education Rules, 1973 requires building safety verification. Recognized schools must ensure structural stability, obtaining valid safety certificates issued

by chartered engineers or competent municipal/ PWD authorities before operating classrooms.

264. (C) Adequate fire-fighting equipment and valid Fire Safety Certificate from Delhi Fire Service is mandatory
Rule 167 of the Delhi School Education Rules, 1973 enforces fire safety compliance. Every recognized school must install operational fire-fighting equipment, conduct periodic safety drills, and maintain a valid Fire Safety Certificate issued by the Delhi Fire Service.

265. (D) Maintaining a valid Fire Safety Certificate is a continuous statutory obligation under Rule 167; failure constitutes a major safety violation justifying withdrawal of recognition
Under Rule 167 and Rule 50, maintaining valid fire safety clearance is a continuous statutory condition of recognition. Allowing a fire certificate to lapse for two years constitutes a major safety violation, empowering the Director to initiate procedures for withdrawing recognition.

266. (B) 5 to 10 years (or permanently as specified for cash books and registers in financial rules)
Rule 171 of the Delhi School Education Rules, 1973 regulates document retention. Financial records, fee receipts, vouchers, and account books must be preserved for five to ten years, while primary cash ledgers and registers are retained permanently for statutory audit.

267. (C) The Managing Committee through its designated office bearers / Manager and Head of School
Rule 174 of the Delhi School Education Rules, 1973 identifies custodians of school finances. Management and custody of the School Fund in an aided private school rests with the Managing Committee, operated through its designated office bearers, specifically the Manager and Head of School.

268. (B) Unlawful and a direct violation of Section 10(1) as upheld by courts
Section 10(1) of the Delhi School Education Act, 1973 mandates pay parity across recognized private schools. Paying salaries below prescribed government scales is unlawful and directly violates statutory mandates, as consistently affirmed by judicial decisions.

269. (C) Relaxation of qualification can only be granted by the competent statutory authority (Director/NCTE/Central Govt)
Under Section 8(1) and Rule 96 of the Delhi School Education Rules, 1973, private school managements cannot relax recruitment qualifications independently. Relaxations in academic or professional qualifications can only be granted by competent statutory authorities like the Director, NCTE, or Central Government.

270. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. Section 3 and Section 24 empower the Administrator and Director to supervise school education and enforce compliance. Consequently, the Director has statutory authority to issue directives to private recognized schools ensuring educational standards and student safety, making R the correct explanation of A.

271. (A) An amount equal to 50% of basic pay plus DA and applicable allowances
Rule 116 of the Delhi School Education Rules, 1973 regulates subsistence allowances. During the initial six months of suspension, a suspended employee is entitled to a monthly subsistence allowance equal to 50% of basic pay, plus applicable Dearness Allowance and compensatory allowances.

272. (A) Increased up to 75% of basic pay plus applicable DA
Under Rule 116(2) of the Delhi School Education Rules, 1973, if a suspension extends beyond six months due to delays not directly attributable to the employee, the Disciplinary Authority may increase the subsistence allowance up to 75% of basic pay plus Dearness Allowance.

273. (B) Full pay and allowances for the suspension period shall be paid, treating the period as on duty
Under Rule 117 of the Delhi School Education Rules, 1973, if a suspended employee is fully acquitted or exonerated upon conclusion of disciplinary proceedings, the suspension order is revoked, and the employee receives full pay and allowances, treating the suspension period as duty.

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274. (C) The Managing Committee of the school
Under Rule 119 of the Delhi School Education Rules, 1973, the Managing Committee of an aided private school serves as the statutory Disciplinary Authority empowered to initiate major penalty proceedings, issue charge sheets, and order formal inquiries against teaching personnel.

275. (A) I, II, III, IV
Disciplinary proceedings under Rule 118/120 follow a strict sequence: framing and serving the charge sheet (I), receiving the employee's written defense (II), holding an oral inquiry observing natural justice (III), and submitting the inquiry report to the Disciplinary Authority for decision and statutory approval (IV).

276. (A) Within 3 months from the date of service of notice
Section 11(5) of the Delhi School Education Act, 1973 encourages speedy adjudication. The Delhi School Tribunal is mandated to hear and dispose of service appeals preferred before it within three months from the date of service of notice, as far as practicable.

277. (C) Religion, race, caste, sex, place of birth, or any of them
Section 16(3) of the Delhi School Education Act, 1973 enforces constitutional anti-discrimination principles. No student seeking admission to any recognized school in Delhi can be denied admission based on religion, race, caste, sex, place of birth, or any such grounds.

278. (D) Admitted to age-appropriate class upon submission of valid proof of age / declaration under RTE/DSER norms
Under Rule 137 of the Delhi School Education Rules, 1973 read with RTE provisions, first-time school applicants lacking a Transfer Certificate cannot be denied entry. The child is admitted to an age-appropriate class based on verified age proof or a parental self-declaration.

279. (B) Head of School in accordance with government guidelines and committee recommendations
Rule 142 of the Delhi School Education Rules, 1973 governs financial assistance. The Head of School is authorized to grant fee concessions, stipends, and financial aid to deserving, economically disadvantaged students based on official government guidelines and recommendations of the school welfare committee.

280. (D) I, II and III
All three statements correctly describe the Administrator's statutory powers: framing rules under Section 28 (I), hearing recognition appeals under Section 4(3) (II), and taking over school management in cases of gross mismanagement under Section 20 (III).

281. (C) The Manager or Head of School as authorized by the Scheme of Management
Under Rule 185 of the Delhi School Education Rules, 1973, formal administrative channels must be followed. All official communications, reporting returns, and applications submitted by a recognized private school to the Directorate of Education must be sent through the authorized Manager or Head of School.

282. (B) The Administrator, Director, or any officer authorized by them
Section 26 of the Delhi School Education Act, 1973 provides statutory protection against legal proceedings. Immunity and protection for actions taken in good faith are granted to the Administrator, the Director, and departmental officers authorized to execute statutory duties under the Act.

283. (B) At least 6 months written notice specifying reasons and arrangements for students
Rule 55 of the Delhi School Education Rules, 1973 governs school closures. If a private recognized school intends to close down entirely or discontinue any class or section, it must provide at least six months written notice to the Director, detailing arrangements made for enrolled students.

284. (B) No, closure during an ongoing academic session is strictly prohibited to protect students' interests
Rule 55(2) of the Delhi School Education Rules, 1973 safeguards educational continuity. Closing a recognized school or discontinuing any ongoing class during an active academic session is strictly prohibited, ensuring students are not left without instruction mid-year.

285. (B) Mid-session closure of a class without 6 months prior notice and Director's sanction is illegal under Rule 55
Abruptly closing a class mid-session violates Rule 55 of the Delhi School Education Rules, 1973. Discontinuing a stream requires giving six months advance notice and obtaining statutory approval from the Director, rendering the management's sudden closure decision illegal.

286. (C) The name of the school, status of recognition, and affiliation details
Rule 52 of the Delhi School Education Rules, 1973 mandates public disclosure of institutional credentials. Every recognized private school must prominently display a notice board at its main entrance showing the school's name, official recognition status, and examining board affiliation details.

287. (D) The Director of Education
Rule 53 of the Delhi School Education Rules, 1973 regulates institutional identity changes. A recognized private school cannot alter or change its registered name without seeking and obtaining prior written approval from the Director of Education.

288. (A) Such less favorable terms shall be void and ineffective to the extent of inconsistency
Section 15(3) of the Delhi School Education Act, 1973 protects employee terms of service. If a service contract contains clauses less favorable to an employee than those prescribed by statutory rules, those restrictive clauses are legally void and unenforceable to the extent of inconsistency.

289. (B) The Head of School
Rule 104 of the Delhi School Education Rules, 1973 designates the Head of School as the custodian of staff records. Official service books, medical certificates, performance appraisals, and personal files of all school employees must be maintained under the safe custody of the Head of School.

290. (A) Both A and R are true and R is the correct explanation of A
Both statements are correct and connected. Government provides 95% maintenance grant-in-aid to aided schools and retains regulatory authority over service conditions. Consequently, Section 8(2) mandates obtaining prior approval from the Director before dismissing an aided school teacher, making R the correct explanation of A.

291. (A) Cash Book must be written daily and balanced at the end of each month signed by Head of School/Manager
Rule 178 of the Delhi School Education Rules, 1973 enforces strict financial accounting. Every recognized school must maintain a Cash Book updated daily. Accounts must be closed and balanced monthly, verified and signed by the Head of School or authorized Manager.

292. (C) Audited Balance Sheet, Income and Expenditure Account, and Receipt & Payment Account
Under Rule 180 of the Delhi School Education Rules, 1973, annual returns submitted by private unaided schools to the Director must include audited financial statements: the Balance Sheet, Income and Expenditure Account, and Receipt and Payment Account certified by a Chartered Accountant.

293. (D) It cannot charge any fee higher than the fee schedule of the preceding academic year
Section 17(3) of the Delhi School Education Act, 1973 regulates fee revisions. If an unaided recognized school fails to file its proposed fee statement prior to 31st December, it cannot hike fees and is legally restricted to charging the fee schedule approved for the preceding academic year.

294. (A) Every person who at the time the offence was committed was in charge of and responsible to the society/company for the conduct of its business
Section 27 of the Delhi School Education Act, 1973 establishes corporate liability for statutory offences. When an offence under the Act is committed by a society or company running a school, every person in charge of and responsible for conducting its affairs at that time is held liable.

295. (A) I and II only
Statements I and II correctly state judicial remedies: Tribunal orders can be challenged via writ petitions under Article 226/227 before the High Court, and Section 25 bars Civil Courts from entertaining suits. Statement III is false because managers cannot unilaterally review or override Tribunal judgments.

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296. (B) The Member-Secretary with approval of the Chairman
Rule 183 of the Delhi School Education Rules, 1973 governs administrative procedures for the School Advisory Board. Formal meetings of the Advisory Board are convened by the Member-Secretary after obtaining approval regarding agenda, date, and venue from the Chairman.

297. (C) Development of school education, syllabus coordination, and welfare of students/teachers
Rule 184 of the Delhi School Education Rules, 1973 outlines Advisory Board functions. The board advises the Administrator on educational development, curriculum coordination, structural improvements in schools, teacher training, and welfare policies for students and educational staff across Delhi.

298. (B) Teachers/Heads of School attaining superannuation mid-session are eligible for re-employment/extension till the end of the academic session (31st March) subject to fitness and procedural sanction, to prevent academic disruption
Under Rule 110 and Directorate guidelines, teachers and Heads of Schools reaching superannuation age (60 years) mid-session are eligible for re-employment or extension through the end of the academic session (31st March), subject to physical fitness and administrative sanction, preventing teaching disruptions.

299. (D) The Administrator / Central Government
Rule 186 of the Delhi School Education Rules, 1973 specifies the authority for resolving statutory interpretation doubts. If any question or ambiguity arises regarding the interpretation of any rule, the decision of the Administrator or Central Government is final and conclusive.

300. (D) I, II, III and IV
All four statements accurately describe the comprehensive administrative oversight of the Directorate of Education, GNCTD: regulating fees and safety (I), approving Schemes of Management (II), conducting statutory inspections under Section 24 (III), and recommending management takeovers under Section 20 for persistent misadministration (IV).

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CHAPTER 03

Right to Education (RTE) Act, 2009

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1. Which Constitutional Amendment Act inserted Article 21A into the Constitution of India, making free and compulsory education a Fundamental Right for children aged 6 to 14 years?
(A) 42nd Constitutional Amendment Act, 1976
(B) 86th Constitutional Amendment Act, 2002
(C) 93rd Constitutional Amendment Act, 2005
(D) 103rd Constitutional Amendment Act, 2019

2. Under Section 3(1) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, every child of the age of six to fourteen years shall have the right to free and compulsory education in a:
(A) Government school only
(B) Primary school within 5 kilometers
(C) Recognized private school of choice
(D) Neighbourhood school

3. What is the extended age bracket covered under the RTE Act, 2009 for children with benchmark disabilities, in alignment with the Rights of Persons with Disabilities (RPwD) Act, 2016?
(A) 6 to 14 years
(B) 6 to 16 years
(C) 6 to 18 years
(D) 3 to 18 years

4. In the RTE Act, 2009, the term "compulsory education" casts an obligation primarily upon which entity to provide and ensure admission, attendance, and completion of elementary education?
(A) Parents and legal guardians
(B) Head of School and Teachers
(C) Appropriate Government and Local Authority
(D) National Commission for Protection of Child Rights

5. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A child admitted to an elementary school under Section 4 of the RTE Act, 2009 is entitled to receive special training in order to be at par with others.
Reason R: Section 4 mandates age-appropriate admission for out-of-school or never-enrolled children into classes corresponding to their age.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. As per the limits prescribed under the Delhi Right of Children to Free and Compulsory Education Rules, 2011, what is the defined distance for a "neighbourhood school" for classes I to V?
(A) Within a walking distance of 0.5 km
(B) Within a walking distance of 1.0 km
(C) Within a walking distance of 3.0 km
(D) Within a walking distance of 5.0 km

7. According to Section 6 of the RTE Act, 2009, what is the maximum spatial distance norm set for establishing a neighbourhood school for upper primary classes (Classes VI to VIII)?
(A) 1 kilometer
(B) 2 kilometers
(C) 3 kilometers
(D) 5 kilometers

8. Under Section 7 of the RTE Act, 2009, which body is empowered to examine the financial requirement of implementing the Act and recommend grant-in-aid to State Governments?
(A) NITI Aayog
(B) Union Ministry of Education
(C) Central Advisory Board of Education
(D) Finance Commission

9. Which section of the RTE Act, 2009 details the specific duties of the "Local Authority" regarding the maintenance of records of children residing within its jurisdiction?
(A) Section 8
(B) Section 9

(C) Section 10
(D) Section 11

10. Consider the following duties under the RTE Act, 2009:
I. Ensure compulsory admission, attendance, and completion of elementary education.
II. Maintain a record of all children residing within its jurisdiction from birth till they attain the age of 14 years.
III. Decide the national curriculum framework for school education.
Which of the above statement(s) is/are explicit statutory duties of a "Local Authority" under Section 9 of the Act?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

11. Section 10 of the RTE Act, 2009 lays down a fundamental duty. Who is legally obligated under this provision to admit or cause to be admitted his or her child/ward to an elementary school?
(A) The Head of the Institution
(B) The local Ward Councillor
(C) Every parent or guardian
(D) The District Education Officer

12. Under Section 12(1)(c) of the RTE Act, 2009, specified category and unaided private schools are mandated to admit children belonging to weaker sections and disadvantaged groups in Class I to the extent of at least:
(A) 10 percent of the class strength
(B) 15 percent of the class strength
(C) 20 percent of the class strength
(D) 25 percent of the class strength

13. How is the expenditure incurred by an unaided private school providing free education under Section 12(1)(c) reimbursed by the State/ Appropriate Government?
(A) Per-child expenditure incurred by the State or actual fee charged, whichever is less
(B) Actual total tuition fee and all mandatory charges levied by the private school in full
(C) Fixed reimbursement grant of Rs. 1,00,00 per enrolled student per month across categories
(D) Fifty percent of total annual operational and administrative overheads of the private school

14. What penalty is prescribed under Section 13(2)(a) of the RTE Act, 2009 if a school or person receives a "capitation fee"?
(A) Imprisonment up to 6 months
(B) Immediate cancellation of school recognition
(C) Flat fine of Rs. 50,000 per violation
(D) Fine which may extend to ten times the capitation fee charged

15. Consider the following statements regarding screening procedures for admission under Section 13 of the RTE Act, 2009:
I. No school or person shall while admitting a child, subject the child or his or her parents to any screening procedure.
II. If a school subjects a child to a screening procedure, it shall be punishable with fine which may extend to Rs. 25,000 for the first contravention.
III. Fine for each subsequent contravention of screening procedure prohibition may extend to Rs. 50,000.
IV. Oral interviews of parents are permitted provided no written test of the child is conducted.
Which of the statement(s) given above is/are correct?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

16. Under Section 14 of the RTE Act, 2009, for the purpose of admission to elementary education, the age of a child shall be determined on the basis of:
(A) Mandatory Aadhaar card authentication
(B) Bone-density age verification test by a CMO
(C) Birth certificate issued under the Registration of Births, Deaths and Marriages Act, or prescribed document
(D) Formal affidavit sworn before a First Class Magistrate only

17. Can a child be denied admission to a school under the RTE Act, 2009 if the admission is sought after the extended period prescribed by the appropriate government?
(A) No, no child shall be denied admission if such admission is sought after the extended period
(B) Yes, admission can be denied if seats are full
(C) Yes, admission can be denied after 30th September of the academic year

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(D) Yes, but only with prior written permission of the Local Authority

18. What was the original mandate of Section 16 of the RTE Act, 2009 prior to its amendment in 2019?
(A) No child admitted to a school shall be held back in any class or expelled from school till the completion of elementary education
(B) No child could be detained in any class up to Class V
(C) Holding back was allowed only on grounds of low attendance (<50%)
(D) Expulsion was permitted on grounds of severe disciplinary infractions

19. Under the RTE (Amendment) Act, 2019, if a child fails the regular examination held at the end of Class V or Class VIII, what provision is made before any detention decision can be taken?
(A) Mandatory repetition of the entire academic year without any provision for re-examination
(B) Mandatory transfer to an open schooling system for completing elementary education
(C) Referral to a specialized vocational learning stream completely outside formal schooling
(D) Re-examination within two months of result declaration, after additional instruction

20. A parent approaches a School Principal in July seeking admission for an 8-year-old child who has never attended formal school. The Principal refuses admission claiming that the academic term began in April, no seats are vacant, and the child lacks an entry-level foundational background.
Which action by the Principal violates the provisions of the RTE Act, 2009?
(A) Offering age-appropriate admission in Class 3 and arranging mandatory special training
(B) Requesting documentary proof of age while granting provisional admission immediately
(C) Denying admission due to lack of prior schooling and late arrival in the academic year
(D) Enrolling the child immediately and notifying the Local Authority for future tracking

21. According to the RTE (Amendment) Act, 2019, can the appropriate government allow schools to hold back a child in Class V or Class VIII?
(A) No, holding back remains strictly prohibited in all cases
(B) Yes, the appropriate government may allow schools to hold back a child if the child fails in the re-examination
(C) Yes, but only in Class VIII, not in Class V
(D) Yes, provided the child's parents give written consent

22. Which section of the RTE Act, 2009 strictly prohibits physical punishment and mental harassment of a child in school?
(A) Section 15
(B) Section 16
(C) Section 18
(D) Section 17

23. If a teacher violates Section 17(1) of the RTE Act, 2009 by subjecting a student to physical punishment or mental harassment, what action is prescribed under Section 17(2)?
(A) Fines up to Rs. 10,000 levied by NCPCR
(B) Disciplinary action under the service rules applicable to such teacher
(C) Criminal prosecution under non-bailable provisions
(D) Immediate termination without departmental inquiry

24. Under Section 18 of the RTE Act, 2009, what is the financial penalty for establishing or running a school without obtaining a Certificate of Recognition from the prescribed authority?
(A) Fine extending to Rs. 1,00,000, plus Rs. 10,000 per day for continuing violation
(B) Flat fine extending to Rs. 25,000, with mandatory suspension of administrative operations
(C) Flat fine extending to Rs. 50,000, with temporary sealing of primary school classrooms
(D) Flat fine extending to Rs. 5,00,000, with permanent sealing of all school premises

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25. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Private unaided minority educational institutions established under Article 30(1) of the Constitution are exempt from the provisions of the RTE Act, 2009.
Reason R: The Constitution Bench of the Supreme Court in Pramati Educational and Cultural Trust v. Union of India (2014) held that applying the RTE Act to minority schools violates their constitutional autonomy.
In the light of the above statements, choose the

correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. As per the Schedule under the RTE Act, 2009, what is the prescribed Pupil-Teacher Ratio (PTR) for primary classes (Classes I to V) for an admitted enrollment up to 200 students?
(A) 1:25
(B) 1:30
(C) 1:35
(D) 1:40

27. According to the RTE Act, 2009 Schedule, if the enrollment in a primary school exceeds 200 students, what PTR norm (excluding Head Teacher) applies?
(A) Shall not exceed 1:30
(B) Shall not exceed 1:35
(C) Shall not exceed 1:40
(D) Shall not exceed 1:45

28. Under the RTE Act Schedule, at what minimum enrollment in a primary school is a full-time Head Teacher mandated to be provided?
(A) Above 100 students
(B) Above 120 students
(C) Above 150 students
(D) Above 200 students

29. What is the prescribed Pupil-Teacher Ratio (PTR) norm for upper primary classes (Classes VI to VIII) under the Schedule of the RTE Act, 2009?
(A) At least one teacher per 30 children
(B) At least one teacher per 35 children
(C) At least one teacher per 40 children
(D) At least one teacher per 45 children

30. Consider the following statutory requirements for upper primary classes (Classes VI-VIII) under the RTE Act Schedule:
I. At least one teacher each for Science and Mathematics, Social Studies, and Languages.
II. A full-time Head Teacher where enrollment of children is above 100.
III. Part-time instructors for Art Education, Health and Physical Education, and Work Education where enrollment is above 100.
Which of the statement(s) given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

31. What is the minimum number of working days in an academic year prescribed by the RTE Act Schedule for Primary classes (Classes I to V)?
(A) 180 working days
(B) 200 working days
(C) 220 working days
(D) 240 working days

32. What is the minimum number of instructional hours in an academic year mandated by the RTE Act, 2009 for Upper Primary classes (Classes VI to VIII)?
(A) 800 hours
(B) 900 hours
(C) 1000 hours
(D) 1200 hours

33. Under the Schedule of the RTE Act, 2009, what is the minimum number of working hours per week for a teacher, including preparation hours?
(A) 35 hours
(B) 40 hours
(C) 45 hours
(D) 50 hours

34. Which of the following infrastructure facilities is NOT explicitly mandated under the Schedule norms of the RTE Act, 2009?
(A) Air-conditioned computer laboratory
(B) Separate toilets for boys and girls
(C) Barrier-free access
(D) Safe and adequate drinking water facility

35. Consider the following statements regarding the School Management Committee (SMC) under Section 21 of the RTE Act, 2009:
I. At least 75 percent of the members of the SMC shall be parents or guardians of students.
II. Fifty percent of the total members of the SMC shall be women.
III. Proportionate representation shall be given to parents of children belonging to disadvantaged groups and weaker sections.
IV. Un-aided private schools are required to constitute an SMC under Section 21.
Which of the statement(s) given above is/are correct?

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(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

36. Under Section 21(2) of the RTE Act, 2009, which of the following is NOT a statutory function of the School Management Committee?
(A) Monitor the working of the school
(B) Appoint and terminate school teachers and fix their salary scale
(C) Prepare and recommend the School Development Plan (SDP)
(D) Monitor the utilization of grants received from the appropriate Government

37. As per Section 22 of the RTE Act, 2009, the School Development Plan (SDP) prepared by the School Management Committee shall serve as the basis for:
(A) Allocating national awards to teachers
(B) Determining tuition fee increases in private schools
(C) Grants to be made by the appropriate Government or local authority
(D) Deciding board examination centers

38. Which national academic authority is authorized under Section 23(1) of the RTE Act, 2009 to lay down minimum qualifications for appointment as a teacher in elementary schools?
(A) National Council of Educational Research and Training (NCERT)
(B) University Grants Commission (UGC)
(C) Central Board of Secondary Education (CBSE)
(D) National Council for Teacher Education (NCTE)

39. Under Section 24 of the RTE Act, 2009, which of the following is an explicit statutory duty of a school teacher?
(A) Maintain regularity and punctuality in attending school
(B) Conduct paid private tuitions outside school hours for weak students
(C) Conduct door-to-door commercial census operations independently
(D) Prepare individual commercial study guides for publishing houses

40. A government school principal deploys three teachers during school hours to carry out a local municipality ward survey for urban planning. When questioned, the principal states that local municipal requests are binding under municipal laws.
Is the principal's action legally valid under Section 27 of the RTE Act, 2009?
(A) Yes, because official requests issued by municipal authorities legally override regular school operational guidelines
(B) No, teachers can only be deployed for census, disaster relief, or local/State/Parliamentary election duties
(C) Yes, provided the assigned teachers fully cover all pending syllabus topics by conducting extra weekend classes
(D) No, teachers are strictly prohibited from undertaking any non-educational assignments under any circumstances whatsoever

41. Section 26 of the RTE Act, 2009 mandates that the total vacancy of teachers in a school established, owned, controlled, or substantially financed by the government shall not exceed what percentage of total sanctioned strength?
(A) 5 percent
(B) 10 percent
(C) 15 percent
(D) 20 percent

42. Section 28 of the RTE Act, 2009 strictly prohibits teachers from engaging in which activity?
(A) Higher academic research and PhD studies
(B) Writing textbooks for NCERT or SCERT
(C) Participating in teacher union associations
(D) Engaging in private tuition or private teaching activity

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43. Under Section 29 of the RTE Act, 2009, who lays down the curriculum and the evaluation procedure for elementary education at the Central level?
(A) National Council of Educational Research and Training (NCERT)
(B) National Steering Committee headed by Union Education Minister
(C) Central Board of Secondary Education (CBSE)
(D) National Assessment and Accreditation Council (NAAC)

44. What provision does Section 29(2)(f) of the RTE Act, 2009 make regarding the medium of instruction in elementary schools?
(A) Mandatory English medium from Class I

(B) Medium of instruction shall, as far as practicable, be in child's mother tongue
(C) Medium of instruction must strictly be the official State language
(D) Dual-language medium in all government-aided schools

45. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Section 30(1) of the RTE Act, 2009 stipulates that no child shall be required to pass any Board examination till completion of elementary education.
Reason R: Eliminating Board examinations at the elementary level reduces mental stress and supports Continuous and Comprehensive Evaluation (CCE) principles.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. Under Section 31 of the RTE Act, 2009, which body is designated to monitor the child's right to education and inquire into complaints relating to child rights under the Act?
(A) Central Vigilance Commission (CVC)
(B) Central Advisory Board of Education (CABE)
(C) National Commission for Protection of Child Rights (NCPCR) and SCPCR
(D) Supreme Court Legal Services Committee

47. Under Section 32 of the RTE Act, 2009, a person desiring to file a grievance regarding the violation of rights under the Act must submit a written complaint in the first instance to the:
(A) State Commission for Protection of Child Rights
(B) High Court of the State
(C) Head of the Institution directly
(D) Local Authority concerned

48. What is the maximum time period prescribed under Section 32(2) for the Local Authority to decide a grievance complaint filed under the RTE Act, 2009?
(A) 30 days
(B) 60 days
(C) 3 months
(D) 6 months

49. Any person aggrieved by the decision of the Local Authority under Section 32 may prefer an appeal to which authority?
(A) District Magistrate / Collector
(B) Director of Education
(C) State Commission for Protection of Child Rights (SCPCR) or REPA
(D) Central Administrative Tribunal

50. Consider the following statements regarding the landmark Supreme Court judgment in Society for Unaided Private Schools of Rajasthan v. Union of India (2012):
I. The Supreme Court upheld the constitutional validity of Section 12(1)(c) of the RTE Act, 2009.
II. The Court held that Section 12(1)(c) applies to unaided non-minority private schools.
III. The Court declared that the RTE Act applies equally to unaided minority educational institutions.
Which of the statement(s) given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

51. In which landmark 1993 judgment did the Supreme Court of India hold that the right to education is a fundamental right implicit in the Right to Life under Article 21, leading eventually to the 86th Constitutional Amendment?
(A) Mohini Jain v. State of Karnataka (1992)
(B) Unni Krishnan, J.P. v. State of Andhra Pradesh (1993)
(C) T.M.A. Pai Foundation v. State of Karnataka (2002)
(D) In Re: Kerala Education Bill (1958)

52. Which committee, constituted by the Government of India in 1999, estimated the financial requirement of approximately Rs. 1,37,000 crore over 10 years to make elementary education a fundamental right?
(A) Tapas Majumdar Committee
(B) Saikia Committee
(C) Yash Pal Committee
(D) Kothari Commission

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53. Under Section 4 of the RTE Act, 2009, when an out-of-school child is admitted to an age-appropriate class, what is the maximum duration for which special training may be provided as per Delhi RTE Rules?
(A) Minimum 1 month to maximum 6 months
(B) Minimum 3 months up to a maximum of 2 years
(C) Fixed duration of 1 academic year
(D) Up to completion of Class 10

54. What is the statutory requirement regarding the composition of the National Advisory Council constituted under Section 33 of the RTE Act, 2009?
(A) Maximum 10 members with at least 2 women
(B) Maximum 15 members appointed from among persons having knowledge/experience in elementary education and child development
(C) 20 members elected directly by State Education Ministers
(D) Exclusively comprised of IAS officers of Union Education Ministry

55. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A school managed by a local authority cannot demand a birth certificate issued under the Registration of Births, Deaths and Marriages Act, 1886 as an absolute prerequisite for admitting a child.
Reason R: Section 14(2) explicitly provides that no child shall be denied admission in a school for lack of age proof.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. What is the role of the Academic Authority notified by the Central Government under Section 29(1) of the RTE Act, 2009?
(A) Conduct national standardized board examinations for Class 5 and 8
(B) Fix fee structures for private unaided schools
(C) Regulate salary structures of state government teachers
(D) Lay down the framework for curriculum and evaluation procedures

57. Which section of the RTE Act, 2009 grants the "Appropriate Government" the power to make rules for carrying out the provisions of the Act?
(A) Section 35
(B) Section 36
(C) Section 37
(D) Section 38

58. Under Section 35(1) of the RTE Act, 2009, who has the statutory authority to issue guidelines and directions to the appropriate Government or local authority for implementation of the Act?
(A) Central Government
(B) Supreme Court of India
(C) National Human Rights Commission
(D) Comptroller and Auditor General

59. What protection is granted under Section 37 of the RTE Act, 2009 to officials acting under the Act?
(A) Absolute immunity from judicial review
(B) Exemption from Right to Information disclosures
(C) Protection against legal proceedings for anything done in good faith
(D) Immunity from disciplinary proceedings under service rules

60. A private recognized school refuses to issue a Transfer Certificate (TC) to a Class 4 student whose parents are migrating to another district, citing unpaid developmental charges. The school delays the transfer for two months.
Under Section 5 of the RTE Act, 2009, which statement accurately describes the legal situation?
(A) The school management retains full statutory rights to withhold the TC until all outstanding financial dues are fully cleared
(B) The Head of School faces disciplinary action, and TC delay cannot impede seeking admission in another school
(C) The child is strictly barred from seeking admission in any new school without submitting a signed TC from the previous school
(D) The parents are required to obtain a formal administrative order from the District Magistrate prior to seeking school transfer

61. Under Section 2(d) of the RTE Act, 2009, a "child belonging to disadvantaged group" includes children belonging to which of the following categories?

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(A) SC, ST, socially and educationally backward classes, and CwSN
(B) Families with income below Rs. 1 Lakh per annum only
(C) Children of government employees in transferrable jobs
(D) Children belonging to rural agricultural households only

62. How is a "child belonging to weaker section" defined under Section 2(e) of the RTE Act, 2009?
(A) A child belonging to Scheduled Castes or Scheduled Tribes
(B) Any child living in a slum area regardless of income
(C) A child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the Appropriate Government
(D) A child with academic performance below 33% mark

63. Under Section 11 of the RTE Act, 2009, for preparing children for primary education, the Appropriate Government may make necessary provision for providing free pre-school education for children in the age group of:
(A) 0 to 3 years
(B) 3 to 6 years
(C) 4 to 6 years
(D) 2 to 5 years

64. What is the mandatory minimum percentage of SC/ST and disadvantaged group representation within the parent quota of an SMC constituted under the Delhi RTE Rules?
(A) Fixed 50 percent minimum reservation
(B) Fixed 10 percent minimum reservation
(C) Proportional to the population of SC/ST in the district or neighborhood
(D) Left entirely to the discretion of the Head of School

65. Consider the following statements regarding the duties of teachers under Section 24 of the RTE Act, 2009:
I. Complete the entire curriculum within the specified time.
II. Assess the learning ability of each child and accordingly supplement additional instruction.
III. Hold regular meetings with parents and guardians to apprise them about attendance and progress.
IV. Conduct mandatory private coaching classes after school hours for weak students.
Which of the statement(s) given above is/are correct?
(A) I, II, and III only
(B) I and IV only
(C) II and IV only
(D) I, II, III, and IV

66. Under the RTE Act, 2009, if a teacher fails to perform duties specified in Section 24(1), what legal proceeding is initiated against the teacher?
(A) Direct fine levied by the SMC
(B) Disciplinary action under the service rules applicable to the teacher
(C) Registration of an FIR under IPC
(D) Suspension of teaching license by NCTE

67. Which section of the RTE Act, 2009 bars courts from taking cognizance of offenses punishable under Section 13(2), Section 18(5), and Section 19(5) except upon a complaint made with prior sanction of an authorized officer?
(A) Section 34
(B) Section 35
(C) Section 36
(D) Section 38

68. Under the Schedule norms of the RTE Act, 2009, what is the building norm regarding play material and sports equipment?
(A) Must be provided to each school as per norms prescribed by Appropriate Government
(B) Optional for primary schools, compulsory for secondary schools
(C) Must be purchased through student sports fees
(D) Required only if school enrollment exceeds 500 children

69. Which committee recommended in 1966 that free and compulsory education should be provided to all children up to the age of 14 years within a period of 20 years, influencing future constitutional policies?
(A) Radhakrishnan Commission (1948)
(B) Mudaliar Commission (1952)
(C) Kothari Commission (1964-66)
(D) Verma Committee (2012)

70. Consider the following statements regarding the 2019 amendment to the RTE Act, 2009:
I. It substituted Section 16 of the principal Act.

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II. It allows states to hold regular examinations at Class 5 and Class 8 level.
III. If a child fails in re-examination, the state government may allow the school to hold back the child.
IV. It permits the expulsion of a child from school if they fail the Class 8 re-examination.

Which of the statement(s) given above is/are correct?
(A) I, II, and III only
(B) II and IV only
(C) I and IV only
(D) I, II, III, and IV

71. Under Section 2(a) of the RTE Act, 2009, in relation to a school established, owned, or controlled by the Union Territory of Delhi (GNCTD) without a legislature, who is the "Appropriate Government"?
(A) The President of India
(B) The Central Government
(C) The Municipal Corporation of Delhi
(D) The Lieutenant Governor of Delhi

72. In relation to a school established by GNCTD having its own Legislative Assembly, who is the "Appropriate Government" under Section 2(a)(ii)?
(A) Central Government
(B) Government of the National Capital Territory of Delhi
(C) Ministry of Home Affairs
(D) Municipal Corporation of Delhi

73. What is the statutory term/tenure of non-official members of the National Advisory Council constituted under Section 33 of the RTE Act, 2009?
(A) 1 year
(B) 2 years
(C) 3 years
(D) 5 years

74. Under Section 19(2) of the RTE Act, 2009, if a school established before the commencement of the Act did not conform to the norms specified in the Schedule, within what period was it required to fulfill those norms?
(A) 1 year
(B) 2 years
(C) 3 years
(D) 5 years

75. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A primary school with an enrollment of 110 students requires at least 4 full-time regular teachers as per RTE Schedule norms.
Reason R: The RTE Schedule mandates a Pupil-Teacher Ratio of 1:30 for primary schools, requiring 1 teacher for up to 30 students, 2 for 31-60, 3 for 61-90, and 4 for 91-120 students.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Under Section 25(2) of the RTE Act, 2009, for the purpose of maintaining PTR, no teacher posted in a school shall be deployed in:
(A) Administrative posts outside education department
(B) Evaluative duties during Board examinations
(C) Any other school or office, or deployed in a manner that creates zero-teacher or single-teacher schools
(D) In-service training programs exceeding 7 days

77. Which section of the RTE Act, 2009 requires that the curriculum and evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government?
(A) Section 27
(B) Section 28
(C) Section 29
(D) Section 30

78. Under Section 29(2) of the RTE Act, 2009, while laying down the curriculum, the Academic Authority shall take into account which of the following principles?
(A) Strict adherence to norm-referenced quarterly written tests
(B) Ranking students publicly to encourage competitive performance
(C) All-round development of the child, building up child's knowledge, potentiality and talent
(D) English as the exclusive medium of instruction from Class I

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79. What does the principle of "Continuous and Comprehensive Evaluation" (CCE) under Section 29(2)(h) of the RTE Act, 2009 emphasize?
(A) Continuous formal paper-pencil examinations conducted systematically at the end of every calendar month
(B) Comprehensive summative written examination covering the entire prescribed syllabus at the end of the term
(C) Mandatory standardized external relative grading administered directly by central school evaluation boards
(D) Continuous assessment of child's understanding and abilities across scholastic and co-scholastic domains

80. A government school teacher routinely arrives 45 minutes late to school, skips class assessments, and operates a private home-coaching center in the evenings charging fees from class students. Which combination of RTE Act, 2009 sections does this teacher directly violate?
(A) Section 12, Section 15, and Section 18
(B) Section 16 (Detention) and Section 17 (Harassment)
(C) Section 24 (Duties) and Section 28 (Prohibition of Private Tuition)
(D) Section 21 (SMC) and Section 29 (Curriculum)

81. Under the RTE Act, 2009, who is responsible for providing special training to age-appropriately admitted out-of-school children?
(A) The parents or legal guardians of the child entirely at their own personal private expense
(B) School teachers or qualified instructors using specially designed learning materials
(C) Independent private non-governmental organizations operating without official state oversight
(D) Specialized central university departments through external distance education modules

82. According to Section 3(2) of the RTE Act, 2009 (inserted via 2012 amendment), a child with severe disability shall have the right to pursue elementary education in accordance with:
(A) Specialized residential institutions only, resulting in total exclusion from regular neighbourhood schools
(B) Recognized non-formal distance education learning centers operating under national open schooling streams
(C) Home-based education options as per choice, in addition to regular neighbourhood schools
(D) Dedicated vocational training and rehabilitation centers functioning exclusively for severe disabilities

83. What is the mandatory role of NCPCR under Section 31 of the RTE Act, 2009?
(A) Conducting comprehensive annual financial auditing of all state government elementary education budget accounts
(B) Granting formal statutory recognition certificates and operating licenses to all private elementary schools
(C) Formulating and conducting national teacher eligibility and certification examinations across all Indian states
(D) Reviewing safeguards provided under the RTE Act and recommending measures for effective implementation

84. In Mohini Jain v. State of Karnataka (1992), often known as the "Capitation Fee Case", the Supreme Court held that:
(A) Private medical and professional colleges are legally permitted to levy capitation fees up to a fixed ceiling of Rs. 5 Lakhs
(B) Right to education is integrated into Article 21 and charging capitation fee violates Article 14 equal protection
(C) Charging capitation fees is constitutionally permissible exclusively for foreign and non-resident Indian student admissions
(D) Right to education remains strictly a non-enforceable Directive Principle of State Policy under constitutional provisions

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85. Consider the following statements regarding teacher qualification exemptions under Section 23(2) of the RTE Act, 2009:
I. Where a State does not have adequate teacher training institutions, the Central Government may relax minimum qualifications for appointment.
II. Such relaxation can be granted for a period not exceeding 5 years.
III. A teacher appointed without minimum qualification must acquire it within the specified relaxation period.
Which of the statement(s) given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only

(D) I, II, and III

86. Under the RTE Act, 2009, what is the maximum permissible distance for establishing a primary school in hilly or sparse terrain where normal distance norms (1 km) cannot be met?
(A) Relaxed by Appropriate Government through notification based on local terrain conditions
(B) Fixed strictly at 2.5 kilometers without exception
(C) Fixed strictly at 5 kilometers
(D) No relaxation is permitted under any circumstances

87. Section 13(1) of the RTE Act, 2009 specifies that while admitting a child, no school shall collect any capitation fee. What is the statutory definition of "capitation fee" under Section 2(b)?
(A) Any mandatory recurring tuition or maintenance fee exceeding a prescribed limit of Rs. 500 per annum
(B) Any donation, contribution, or payment other than the official fee notified by the school
(C) Any non-refundable administrative admission fee charged at the initial entry level of schooling
(D) Any compulsory operational fee charged specifically for school transport and uniform facilities

88. Under Section 14(1) of the RTE Act, 2009, which document can serve as proof of age if a birth certificate under the Registration of Births, Deaths and Marriages Act is unavailable?
(A) Hospital/ANM register record, Anganwadi record, or a formal written declaration by the parent or guardian
(B) Valid Indian passport, Overseas Citizen card, or official national identity card issued by the government
(C) Registered judicial affidavit sworn before and stamped by a sitting judge of the state High Court only
(D) Recent residential electricity or utility bill issued in the name of the parent or legal guardian

89. Under the Schedule of the RTE Act, 2009, what is the minimum library requirement for every elementary school?
(A) An advanced digital e-library facility containing at least 5,000 e-books accessible via high-speed internet
(B) A dedicated standalone library building staffed continuously by a full-time sanctioned librarian post
(C) A comprehensive collection of international academic research journals and multi-volume encyclopedias
(D) A library providing books, storybooks, newspapers, magazines, and subject-related reference materials

90. Consider the following provisions of the RTE Act, 2009:
I. Prohibition of holding back in any class until Class VIII (Original Section 16).
II. Prohibition of physical punishment and mental harassment (Section 17).
III. Prohibition of deployment of teachers for non-educational duties (Section 27).
IV. Mandatory 50% reservation for SC/ST students in all private schools (Section 12).
Which of the above statement(s) is/are actual provisions under the RTE Act, 2009?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

91. Under Delhi RTE Rules, 2011, who acts as the Member Secretary of the School Management Committee in a Government School?
(A) Senior-most Parent Member
(B) Local Ward Councillor
(C) Head of the School / Principal
(D) District Education Officer

92. Section 25(1) of the RTE Act, 2009 mandated that the Appropriate Government and Local Authority ensure that the Pupil-Teacher Ratio is maintained in every school within what timeframe from the commencement of the Act?
(A) 1 year
(B) 2 years
(C) 3 years
(D) 5 years

93. What is the statutory penalty under Section 19(5) of the RTE Act, 2009 if a school continues to run after its recognition has been withdrawn under Section 19(4)?
(A) Immediate imprisonment of Head of School for 1 year
(B) Flat fine of Rs. 25,000
(C) Permanent ban on the educational trust

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(D) Fine up to Rs. 1,00,000 and continuing fine of Rs. 10,000 per day

94. Under Section 23(3) of the RTE Act, 2009, the salary and allowances payable to, and terms and conditions of service of, teachers shall be:
(A) Such as may be prescribed by the Appropriate Government
(B) Determined by individual school management committees
(C) Fixed uniformly by NCTE across all States
(D) Negotiated via annual collective bargaining contracts

95. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A private recognized unaided school cannot charge any fee or expense from a child admitted under Section 12(1)(c) of the RTE Act, 2009.
Reason R: Section 12(1)(c) mandates that such children shall be provided free and compulsory elementary education, and reimbursed by the State subject to Section 12(2).
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. Under Section 20 of the RTE Act, 2009, who has the power to amend the Schedule by adding to, or omitting therefrom, any norms and standards?
(A) Union Cabinet by executive order
(B) National Council for Teacher Education (NCTE)
(C) Central Government by notification
(D) Parliament through a constitutional amendment bill

97. Which of the following is NOT an explicit statutory principle for curriculum formulation under Section 29(2) of the RTE Act, 2009?
(A) Conformity with values enshrined in the Constitution
(B) Making child free of fear, trauma, and anxiety
(C) Learning through activities, discovery, and exploration in a child-friendly environment
(D) Rote-learning of facts to prepare for competitive entrance exams

98. What is the minimum threshold of total working days per academic year prescribed for Upper Primary classes (Classes VI to VIII) in the RTE Schedule?
(A) 200 days
(B) 220 days
(C) 240 days
(D) 250 days

99. According to the RTE Act Schedule, what is the minimum required annual instructional hours for Primary classes (Classes I to V)?
(A) 600 hours
(B) 700 hours
(C) 800 hours
(D) 900 hours

100. A private school management conducts an entry-level admission process for Class 1 by administering a written aptitude test for children and subjecting parents to an interview to assess educational background.
What total fine is applicable under Section 13(2)(b) for this first instance of screening procedure violation?
(A) Rs. 10,000
(B) Rs. 25,000
(C) Rs. 50,000
(D) Rs. 1,00,000

MCQGPT

101. Which article of the Constitution of India under Directive Principles of State Policy originally directed the State to endeavor to provide free and compulsory education for all children until they complete the age of 14 years?
(A) Article 41
(B) Article 45
(C) Article 46
(D) Article 48

102. Which clause of Fundamental Duties was inserted into Article 51A by the 86th Constitutional Amendment Act, 2002?
(A) Article 51A(a)
(B) Article 51A(h)
(C) Article 51A(j)
(D) Article 51A(k)

103. Under Article 51A(k) of the Constitution, whose duty is it to provide opportunities for education to his child or ward between the age of six and fourteen years?
(A) The Head of the State

(B) Every citizen of India who is a parent or guardian
(C) Every school teacher
(D) The Municipal Commissioner

104. Which constitutional provision directs states to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups?
(A) Article 29(1)
(B) Article 30(1)
(C) Article 350A
(D) Article 351

105. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Education was transferred from the State List to the Concurrent List (Entry 25) in the Seventh Schedule of the Constitution of India.
Reason R: The 42nd Constitutional Amendment Act, 1976 aimed to ensure uniform national policy implementation and shared legislative authority between Parliament and State Assemblies over education.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. Under Section 2(n) of the RTE Act, 2009, "school" means any recognized school imparting elementary education and includes four specified categories. Which category corresponds to "specified category" under Section 2(p)?
(A) Private unaided non-minority schools
(B) Aided schools receiving grant-in-aid from local authority
(C) Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School
(D) Open schools operating under NIOS

107. Section 2(n)(iv) of the RTE Act, 2009 defines an unaided school as a school not receiving any kind of aid or grant to meet its expenses from:
(A) Central Government only
(B) Appropriate Government or the local authority
(C) State Government only
(D) Philanthropic trust bodies

108. Under Section 3(2) of the RTE Act, 2009, no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. This implies:
(A) Provision of free textbooks, writing materials, and uniforms where prescribed by Appropriate Government
(B) Provision of free door-to-door transport facilities to any private school of choice across the entire municipality
(C) Complete statutory exemption from all formal public examinations and academic evaluations up to doctoral level
(D) Monthly direct financial cash stipends paid automatically to all parents regardless of household income status

109. Which section of the RTE Act, 2009 lays down the duties of the Appropriate Government to ensure good quality elementary education conforming to specified standards?
(A) Section 7
(B) Section 10
(C) Section 8
(D) Section 12

110. Consider the following duties under Section 8 of the RTE Act, 2009:
I. Provide free and compulsory elementary education to every child.
II. Ensure availability of a neighbourhood school as specified in Section 6.
III. Ensure that the child belonging to weaker section and child belonging to disadvantaged group are not discriminated against.
IV. Provide infrastructure including school building, qualified teachers and learning material.
Which of the statement(s) given above is/are correct duties of the "Appropriate Government"?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

111. What is the financial burden distribution mechanism between the Centre and States for implementing RTE Act, 2009 under Section 7?
(A) 100% financed directly by the Central Government through annual budget grants

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allocated to state education funds
(B) 100% financed directly by individual State Governments through local municipal property taxes and state levies
(C) Shared equally with 50% financed by Central Government and 50% sourced from corporate social responsibility funds
(D) Shared financial responsibility where Central Government prepares estimates and provides percentage grant-in-aid

112. Under Section 12(1)(b) of the RTE Act, 2009, an aided school receiving grant-in-aid shall provide free and compulsory education to such proportion of children admitted as:
(A) At least 25 percent fixed uniformly
(B) Proportion of its annual recurring aid received to its total annual recurring expenses, subject to a minimum of 25 percent
(C) 100 percent of total class enrollment
(D) 50 percent of total seats available

113. Under Section 12(3) of the RTE Act, 2009, every private school providing free education under Section 12(1)(c) shall maintain separate records and make disclosures to which authority?
(A) Income Tax Department
(B) Appropriate Government or Local Authority as prescribed
(C) Central Bureau of Investigation
(D) Securities and Exchange Board of India

114. What is the statutory penalty for a school charging a capitation fee on a second or subsequent occasion under Section 13(2)(a)?
(A) Fine which may extend to ten times the capitation fee charged
(B) Suspension of Headmaster for 1 year
(C) Permanent closure of school building
(D) Imprisonment of management up to 3 years

115. Consider the following statements regarding admission under Section 15 of the RTE Act, 2009:
I. A child shall be admitted in a school at the commencement of the academic year or within such extended period as prescribed.
II. No child shall be denied admission if such admission is sought after the extended period.
III. A child admitted after the extended period shall complete studies through special training as determined by the head of school.

Which of the statement(s) given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

116. Under Section 16(1) of the RTE Act, 2009 (as amended in 2019), at what class levels are regular examinations mandated to be held at the end of the academic year?
(A) Class 3 and Class 5
(B) Class 5 and Class 8
(C) Class 8 and Class 10
(D) Class 1 and Class 8

MCQGPT

117. Under Section 16(3) of the RTE Act, 2009 (as amended in 2019), can a school expel a child from school before the completion of elementary education?
(A) Yes, if the child fails the re-examination in Class 8
(B) Yes, if the child commits major behavioral misconduct
(C) No child shall be expelled from a school till the completion of elementary education
(D) Yes, if approved by 2/3rd majority of SMC members

118. Section 17(1) of the RTE Act, 2009 explicitly states that no child shall be subjected to physical punishment or:
(A) Mental harassment
(B) Homework assignments exceeding 1 hour
(C) Co-curricular compulsory activities
(D) Remedial classes after normal school hours

119. What is the minimum land/building infrastructure requirement specified in the Schedule of the RTE Act, 2009 for an elementary school?
(A) At least 5 acres of open green space
(B) Multi-story building with functioning elevators
(C) All-weather building consisting of at least one classroom for every teacher and an office-cum-store-cum-Head teacher's room
(D) Auditorium with minimum 500 seating capacity

120. A school Principal receives an official memorandum from the Election Commission of India directing the deployment of 5 regular elementary teachers for general election electoral roll verification duties for 10 days.

Is this deployment compliant with Section 27 of the RTE Act, 2009?
(A) No, because school teachers are strictly barred from undertaking non-educational duties under any circumstances whatsoever
(B) No, because official electoral verification duties are legally permitted to be conducted exclusively during summer vacations
(C) Yes, provided the deployed school teachers receive double monetary compensation for all days spent on electoral duties
(D) Yes, because local, State Legislature, and Parliamentary election duties are statutory exceptions under Section 27

121. Under the RTE Act, 2009 Schedule, what is the mandatory facility required regarding drinking water in schools?
(A) Daily supply of bottled mineral water provided to every student desk
(B) Safe and adequate drinking water facility provided to all children
(C) Reverse Osmosis (RO) industrial water plant installed in every building
(D) Solar-powered automated water cooling facility in all school premises

122. Under Section 21 of the RTE Act, 2009, which category of schools is explicitly EXEMPTED from constituting a School Management Committee (SMC)?
(A) Government schools
(B) Unaided private schools not receiving any grant-in-aid
(C) Government-aided schools
(D) Local authority schools

123. What percentage of SMC members in a government school must be elected/chosen from among parents or guardians of students as per Section 21(1)?
(A) At least 50 percent
(B) At least 60 percent
(C) At least 75 percent
(D) At least 80 percent

124. Under Section 22(1) of the RTE Act, 2009, who is mandated to prepare the School Development Plan (SDP)?
(A) Director of Education
(B) Parent-Teacher Association (PTA) independently
(C) Central Board of Secondary Education
(D) School Management Committee (SMC)

125. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A candidate holding a basic B.Ed. degree cannot be appointed as a primary school teacher (Classes I-V) under RTE guidelines following recent Supreme Court rulings enforcing NCTE qualification standards.
Reason R: NCTE notification laying down minimum qualifications for primary teachers mandates Diploma in Elementary Education (D.El.Ed.) as the primary pedagogical requirement.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Under Section 24(1)(d) of the RTE Act, 2009, a teacher is statutory required to assess the learning ability of each child and:
(A) Group students into fast and slow learner sections publicly
(B) Issue formal warnings to parents of failing children
(C) Supplement additional instruction, if required, accordingly
(D) Transfer weak students to open basic schools

127. Under Section 25(1) of the RTE Act, 2009, who is responsible for ensuring that the Pupil-Teacher Ratio specified in the Schedule is maintained in every school?
(A) Head of School personally
(B) National Commission for Protection of Child Rights
(C) Appropriate Government and Local Authority
(D) State Council of Educational Research and Training

128. Under Section 27 of the RTE Act, 2009, deployment of teachers is permitted for which of the following non-educational duties?
(A) Pulse polio campaigns, stray dog surveys, and VIP protocol duties
(B) Decennial population census, disaster relief duties, and election duties
(C) Ration card verification, agricultural census, and tree counting

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(D) Local traffic management and tax collection drives

129. Section 28 of the RTE Act, 2009 prohibits private tuition by teachers. Which service rule for Delhi government school teachers enforces this statutory provision with disciplinary consequences?
(A) General Financial Rules, 2017
(B) Central Civil Services (Conduct) Rules, 1964
(C) Fundamental Rules and Supplementary Rules (FR/SR)
(D) Delhi School Education Act & Rules, 1973 (Rule 110)

130. Consider the following elements of evaluation procedure under Section 29(2) of the RTE Act, 2009:
I. Learning through activities, discovery, and exploration.
II. Comprehensive and continuous evaluation of child's understanding.
III. Making the child free of fear, trauma, and anxiety.
IV. Mandatory annual written terminal examination with minimum 33% passing cut-off.
Which of the statement(s) given above is/are mandated under Section 29(2)?
(A) I, II, and III only
(B) I and IV only
(C) II and IV only
(D) I, II, III, and IV

131. Section 30(2) of the RTE Act, 2009 states that every child who completes his elementary education shall be awarded a:
(A) National Merit Scholarship certificate
(B) Certificate, in such form and in such manner, as may be prescribed
(C) Diploma in Basic Humanities
(D) Secondary School Leaving Passbook

132. Under Section 31(1)(c) of the RTE Act, 2009, the NCPCR and SCPCR are empowered to inquire into complaints relating to child's right to free and compulsory education and shall have the powers of a:
(A) Criminal Court under CrPC
(B) Civil Court under the Code of Civil Procedure, 1908
(C) High Court under Article 226
(D) Arbitral Tribunal under Arbitration Act

133. What is the composition requirement of the State Advisory Council under Section 34 of the RTE Act, 2009?
(A) Council consisting of maximum 15 members appointed by State Govt from experts in elementary education
(B) Council consisting of all District Magistrates of the State
(C) Council consisting of 30 elected members of Legislative Assembly
(D) Council consisting of private school association presidents only

134. Which section of the RTE Act, 2009 protects the Central Government, Appropriate Government, Local Authority, or SMC from any suit or legal proceeding for anything done in good faith?
(A) Section 35
(B) Section 36
(C) Section 37
(D) Section 38

135. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Unrecognized elementary schools operating in Delhi are illegal under Section 18 of the RTE Act, 2009.
Reason R: Section 18 mandates that no school can be established or run without obtaining a Certificate of Recognition from the prescribed local authority after fulfilling Schedule norms.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

136. What is the prescribed width/boundary security requirement for a school building under the Schedule norms of the RTE Act, 2009?
(A) High-voltage electric fencing
(B) Boundary wall or fencing
(C) 10-foot brick wall with armed guards
(D) CCTV surveillance without physical boundary

137. Under the RTE Act Schedule, every school must have a separate facility for preparing Mid-Day Meals. What is this facility specified as?
(A) Industrial automated canteen

(B) Kitchen-cum-store
(C) Dining hall with seating for 500 children
(D) Open wood-fire cooking pit

138. Under Delhi RTE Rules, 2011, what is the frequency of meetings mandated for the School Management Committee in a academic year?
(A) At least once every week
(B) At least once a month
(C) At least once every quarter
(D) Twice a year only

139. Who among the following is NOT an ex-officio or designated member of an SMC in a Delhi Government school?
(A) Head of School
(B) Elected Local Ward Councillor / Representative
(C) Regional Director of Income Tax
(D) A teacher elected by school teachers

140. A parent files a complaint before the Local Authority alleging that a government-aided school charged Rs. 2,000 as "development fees" for Class 2 admission. The Local Authority fails to dispose of the grievance within 3 months.
What is the legal recourse available to the parent under Section 32(3) of the RTE Act, 2009?
(A) File a formal FIR at the local police station against the Local Authority officer for dereliction of duty
(B) Request the Central Advisory Board of Education to initiate an administrative intervention immediately
(C) Re-submit the written grievance application to the same Local Authority along with a double processing fee
(D) File a direct appeal to the State Commission for Protection of Child Rights (SCPCR) under Section 32(3)

141. Under the National Curriculum Framework for School Education (NCF-SE 2023) aligning with NEP 2020 and RTE principles, what is the new structural stage covering ages 3 to 8 years?
(A) Preparatory Stage
(B) Foundational Stage
(C) Middle Stage
(D) Secondary Stage

142. What is the target year established under NIPUN Bharat Mission for achieving universal Foundational Literacy and Numeracy (FLN) for Class 3 children in India?
(A) 2024-25
(B) 2026-27
(C) 2028-29
(D) 2030-31

143. Under NEP 2020 and RTE guidelines, what does the abbreviation PARAKH stand for as the national assessment center?
(A) Program for Academic Assessment, Review, and Knowledge Harnessing for Students
(B) Professional Assessment and Rating Authority for Kids and Holistic Learning
(C) Performance Analysis and Research Authority for Knowledge and Hygiene Standards
(D) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development

144. In pedagogical evaluation, what type of assessment is conducted during the instruction process to monitor student learning and provide ongoing feedback?
(A) Formative Assessment
(B) Summative Assessment
(C) Diagnostic Assessment
(D) Placement Assessment

145. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Formative assessment should be an integral component of Continuous and Comprehensive Evaluation (CCE) under Section 29 of the RTE Act, 2009.
Reason R: Formative assessments provide immediate diagnostic feedback to adapt teaching-learning strategies, rather than merely assigning grades or labels at term end.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

146. Which characteristic of a good test refers to the consistency with which it measures whatever it is measuring across different administrations?
(A) Validity
(B) Reliability
(C) Usability

(D) Objectivity

147. What type of test validity ensures that the test items adequately sample the entire domain of content and learning objectives planned in a Table of Specifications (Blueprint)?
(A) Construct Validity
(B) Criterion-Referenced Validity
(C) Content Validity
(D) Predictive Validity

148. In item analysis of a multiple-choice question, if an item has a Difficulty Index (P) of 0.95, how is this item interpreted by a test developer?
(A) The item is very easy as 95% of test-takers answered it correctly
(B) The item is extremely difficult and should be revised
(C) The item has excellent discrimination power between high and low achievers
(D) The item contains a mis-keyed correct option

149. What is the ideal range of Discrimination Index (D) for a good test item in classical test theory?
(A) -1.0 to 0.0
(B) 0.0 to 0.19
(C) 0.30 to 1.00
(D) 1.50 to 2.50

150. Consider the following statements regarding the Holistic Progress Card (HPC) introduced under NEP 2020 and RTE evaluation reforms:
I. It is a 360-degree, multi-dimensional report reflecting progress across cognitive, affective, and psychomotor domains.
II. It includes self-assessment, peer-assessment, and teacher-assessment.
III. It replaces qualitative descriptions with a single numerical score percentage.
IV. It tracks child-centric progress and integration of project-based and inquiry-based learning.
Which of the statement(s) given above is/are correct?
(A) I, II, and IV only
(B) II and III only
(C) I and III only
(D) I, II, III, and IV

151. Which statistical measure of central tendency is defined as the score that divides a frequency distribution into two equal halves such that 50% of scores fall above it and 50% below it?
(A) Arithmetic Mean
(B) Mode
(C) Standard Deviation
(D) Median

152. In a perfectly normal distribution curve (NPC), what is the relationship between Mean, Median, and Mode?
(A) Mean $>$ Median $>$ Mode
(B) Mean $<$ Median $<$ Mode
(C) Mean $=$ Median $=$ Mode
(D) Mean $+$ Median $=$ Mode

153. What percentage of total cases falls within plus or minus one standard deviation ($\pm 1\sigma$) from the mean in a Normal Probability Curve?
(A) 50.00%
(B) 68.26%
(C) 95.44%
(D) 99.73%

154. In educational statistics, which measure of dispersion provides the square root of the arithmetic mean of the squared deviations from the mean?
(A) Range
(B) Standard Deviation
(C) Quartile Deviation
(D) Mean Absolute Deviation

155. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A test can be highly reliable without being valid.
Reason R: Reliability refers to consistency of measurement, whereas validity refers to whether the test measures what it purports to measure; a consistently inaccurate scale is reliable but invalid.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

156. In the context of RTE Act reforms and assessment, what is "Criterion-Referenced Assessment"?
(A) Comparing a student's performance against the national average percentile
(B) Measuring student performance against a clearly defined, pre-determined standard or

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learning outcome
(C) Grading students relative to their classmates' rank order
(D) Assessing student performance based on physical fitness metrics

157. Which section of the RTE Act, 2009 explicitly mandates that elementary education curriculum should build up child's knowledge, potentiality, and talent to the fullest extent?
(A) Section 21(2)
(B) Section 24(1)
(C) Section 29(2)(a)
(D) Section 31(1)

158. What is the statutory time frame within which the Appropriate Government or Local Authority must establish a primary school in an area where no neighbourhood school exists?
(A) Within 1 year from commencement of the Act
(B) Within 3 years from commencement of the Act
(C) Within 5 years from commencement of the Act
(D) Within 10 years from commencement of the Act

159. Under Section 12(2) of the RTE Act, 2009, if an unaided private school already receives free land or building at concessional rate from the government, how is its reimbursement managed?
(A) It receives double reimbursement for EWS students
(B) Reimbursement is paid at 150% of per-child cost
(C) Land grant conditions are rendered null and void by RTE Act
(D) It shall not be entitled to reimbursement to the extent of its statutory obligation under land grant conditions

160. A primary school with an enrollment of 180 students has 4 regular teachers. The Headmaster is also counted as one of the 4 teachers and no full-time Head Teacher post is sanctioned.
Evaluate this scenario against the RTE Schedule norms:
(A) Fully compliant because the calculated PTR of $180/4 = 45$ successfully meets maximum allowable school norms
(B) Non-compliant because for enrollment >150, 5 teachers plus a full-time Head Teacher are mandated by the Schedule
(C) Non-compliant because elementary primary schools are legally prohibited from admitting more than 100 students
(D) Fully compliant because appointed Headmasters are legally required to teach full-time for enrollments up to 200

161. Under the RTE Act, 2009, which body is responsible for constituting the State Advisory Council?
(A) State Government / Appropriate Government
(B) Union Ministry of Education
(C) State High Court
(D) Governor of the State

162. What is the primary focus of the Tapas Majumdar Committee (1999) established by the Government of India?
(A) Revision of NCERT textbooks
(B) Restructuring higher education regulators
(C) Operationalizing financial requirements for making education a fundamental right
(D) Teacher training curriculum development

163. In the Supreme Court judgment Pramati Educational and Cultural Trust v. Union of India (2014), which constitutional provision was primarily analyzed to grant exemption to minority institutions from RTE Act, 2009?
(A) Article 19(1)(g)
(B) Article 21A
(C) Article 30(1)
(D) Article 31C

MCQGPT

164. Under Section 8(g) of the RTE Act, 2009, the Appropriate Government shall ensure good quality elementary education conforming to the norms and standards specified in the:
(A) National Education Policy
(B) Schedule
(C) Rights of Persons with Disabilities Act
(D) Civil Services Rules

165. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A test cannot have high validity if it has zero reliability.
Reason R: Reliability is a necessary condition for validity, although reliability alone is not a sufficient condition for validity.
In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. Under Section 24(2) of the RTE Act, 2009, a teacher who commits default in performing specified statutory duties shall be liable to:
(A) Immediate arrest without warrant
(B) Fine of Rs. 50,000 imposed by SMC
(C) Disciplinary action under the service rules applicable to him
(D) Termination of citizenship rights

167. What is the minimum educational qualification specified by NCTE under Section 23(1) for teaching primary classes (Classes I-V)?
(A) Master's degree in any discipline with M.Ed.
(B) Senior Secondary (or equivalent) with at least 50% marks and 2-year Diploma in Elementary Education (D.El.Ed.)
(C) High School (Class 10) certificate with 6 months computer course
(D) Bachelor of Technology (B.Tech) with GATE clearance

168. Under Section 2(c) of the RTE Act, 2009, "child" means a male or female child of the age of:
(A) 3 to 18 years
(B) 5 to 15 years
(C) 6 to 14 years
(D) 6 to 18 years

169. What is the statutory timeline for completing special training for out-of-school children admitted under Section 4 of the RTE Act, 2009?
(A) Fixed at 30 days
(B) Minimum period of 3 months extending up to 2 years
(C) Exactly 5 years
(D) Indefinite until the child reaches 18 years

170. Consider the following matched pairs between RTE Sections and Subject Matter:
I. Section 13 – Prohibition of Capitation Fee and Screening Procedure
II. Section 16 – Prohibition of Holding Back and Expulsion (Original)
III. Section 17 – Prohibition of Physical Punishment and Mental Harassment
IV. Section 28 – Prohibition of Private Tuition by Teachers

Which of the pairs given above is/are correctly matched?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

171. Under Section 22(2) of the RTE Act, 2009, the School Development Plan (SDP) prepared by the SMC shall be estimated and prepared for what duration under Delhi RTE Rules?
(A) 1 year plan covering annual maintenance
(B) 3 year plan comprising three annual sub-plans
(C) 5 year plan coinciding with Union budget cycles
(D) 10 year strategic master plan

172. Under Section 2(f) of the RTE Act, 2009, "elemental education" means the education from:
(A) Pre-nursery to Class V
(B) Class I to Class VIII
(C) Class I to Class X
(D) Class VI to Class XII

173. Which section of the RTE Act, 2009 lays down that the Central Government and State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of the Act?
(A) Section 6
(B) Section 7
(C) Section 8
(D) Section 9

174. In a upper primary school (Classes VI-VIII) with an enrollment of 120 children, how many minimum regular subject teachers and full-time Headmaster must be provided as per RTE Schedule?
(A) 3 subject teachers and 1 full-time Head Teacher
(B) 4 subject teachers and no Head Teacher
(C) 2 subject teachers and 1 Head Teacher
(D) 5 subject teachers and 1 Head Teacher

175. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A teacher deployed in census operations or election duties cannot be penalized under Section 24 for temporary absence from normal school instruction during those duty hours.

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Reason R: Section 27 explicitly exempts decennial population census, election duties, and disaster relief operations from the general prohibition on non-educational teacher deployment.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

176. Under the RTE Act, 2009 Schedule, what is the mandatory requirement regarding school boundary security?
(A) High wooden fence or live green hedge
(B) Boundary wall or fencing around school building
(C) Unrestricted open access for community integration
(D) Security personnel stationed every 50 meters without physical boundary

177. Under Section 32(1) of the RTE Act, 2009, who can submit a written grievance complaint regarding the violation of rights under the Act?
(A) Only registered advocacy lawyers
(B) Any person having any grievance relating to the rights of a child under the Act
(C) Only the parent or legal guardian of the affected child
(D) Only government school teachers

178. Under Section 33(2) of the RTE Act, 2009, what is the primary function of the National Advisory Council?
(A) Audit financial statements of private schools
(B) Formulate question papers for Board examinations
(C) Conduct recruitment interviews for principals
(D) Advise the Central Government on implementation of the provisions of the Act in an effective manner

179. What is the statutory status of rules made by the Central Government under Section 38 of the RTE Act, 2009?
(A) Must be laid before each House of Parliament for a total period of 30 days
(B) Take effect immediately without Parliamentary review
(C) Must be approved by 2/3rd of State Assemblies
(D) Are non-binding guidelines

180. A private school authority charges an entry fee of Rs. 15,000 labelled as "Voluntary Building Infrastructure Donation" during admission to Class 1. Upon investigation, the authority claims this is not a tuition fee and is voluntary.
Which provision of the RTE Act, 2009 is violated, and what penalty applies?
(A) Section 12; Punishable with a administrative fine extending up to Rs. 10,000 levied on the principal
(B) Section 18; Punishable with immediate withdrawal of recognition and loss of constitutional minority status
(C) Section 13(1) (Capitation Fee); Fine extending up to 10 times the amount charged under Section 13(2)(a)
(D) Section 28; Punishable with immediate summary dismissal and disciplinary action under service rules

MCQGPT

181. Under Section 2(h) of the RTE Act, 2009, "local authority" includes which of the following bodies?
(A) Municipal Corporation, Municipal Council, Zilla Parishad, Nagar Panchayat, or Panchayat
(B) State Board of Secondary Education
(C) District Civil Court
(D) National Council for Teacher Education

182. Which section of the RTE Act, 2009 outlines the duty of appropriate government and local authorities to establish a school within such area or limits of neighbourhood as may be prescribed?
(A) Section 4
(B) Section 5
(C) Section 6
(D) Section 7

183. Under Section 14(2) of the RTE Act, 2009, can a child be denied admission to a school if age proof document is not produced at the time of admission?
(A) Yes, age proof is mandatory prior to enrollment
(B) Yes, but only in government schools
(C) No child shall be denied admission in a school for lack of age proof
(D) Yes, if the child is over 10 years of age

202. Which section of the RTE Act, 2009 details the power of the Appropriate Government to issue directions for implementation?
(A) Section 32
(B) Section 34
(C) Section 35(2)
(D) Section 38

203. Under Section 35(3) of the RTE Act, 2009, local authorities may issue directions to whom for effective implementation of the Act?
(A) Union Education Minister
(B) High Courts
(C) School Management Committees within its jurisdiction
(D) State Electricity Boards

204. What is the statutory status of the National Advisory Council under Section 33 of the RTE Act, 2009?
(A) Executive Body with binding administrative powers
(B) Judicial Board for settling inter-state educational disputes
(C) Advisory Body to advise the Central Government
(D) Autonomous financial auditing authority

205. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Continuous and Comprehensive Evaluation (CCE) as envisioned under Section 29 of the RTE Act eliminates the high-stakes fear associated with end-of-year single terminal examinations.
Reason R: CCE integrates continuous formative feedback across cognitive and non-cognitive domains throughout the academic cycle.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

206. Under the RTE Act Schedule, what is the required teacher strength for an upper primary school with an enrollment of 105 students?
(A) 3 subject teachers and 1 full-time Head Teacher
(B) 4 subject teachers and no Head Teacher
(C) 2 subject teachers and 1 Head Teacher
(D) 5 subject teachers and 1 Head Teacher

207. According to the RTE Act Schedule, at what minimum student enrollment does an upper primary school qualify for part-time instructors in Art Education, Health & Physical Education, and Work Education?
(A) Above 50 students
(B) Above 80 students
(C) Above 100 students
(D) Above 150 students

208. Which section of the RTE Act, 2009 provides for the constitution of the State Commission for Protection of Child Rights (SCPCR) or REPA for monitoring child rights?
(A) Section 29
(B) Section 30
(C) Section 31
(D) Section 33

209. Under Delhi RTE Rules, 2011, what is the maximum per-child reimbursement claim allowed to an unaided private school under Section 12(2)?
(A) Actual tuition fee charged by private school
(B) Fixed sum of Rs. 2,250 per month across all schools
(C) Per-child expenditure incurred by GNCTD in government schools, or actual fee charged by private school, whichever is lower
(D) 50% of annual operational expenditure of the private school divided by enrollment

210. Consider the following statements regarding the 2019 Amendment to the RTE Act, 2009:
I. It amended Section 16 of the RTE Act, 2009.
II. It allows regular examinations in Class 5 and Class 8.
III. It completely abolished the Right to Education for failing students.
IV. It mandates re-examination within 2 months for students who fail the regular Class 5 or Class 8 exams.
Which of the statement(s) given above is/are correct?
(A) I, II, and IV only
(B) II and III only
(C) I and III only
(D) I, II, III, and IV

211. Which Supreme Court case declared that the fundamental right under Article 21A is available to all children aged 6 to 14 years across non-

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193. Under Section 18(1) of the RTE Act, 2009, no school shall be established or run without obtaining a Certificate of Recognition. Such recognition is granted only if the school fulfills norms specified under:
(A) Section 12
(B) Section 19 and the Schedule
(C) Section 24
(D) Section 30

194. If a recognized school ceases to fulfill the norms and standards specified in the Schedule, what action can the prescribed authority take under Section 19(4)?
(A) Impose personal imprisonment on teachers
(B) Convert the school into a Kendriya Vidyalaya
(C) Deduct 10% salary of the Head of School
(D) Withdraw the recognition by order in writing

195. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Objective-type test items eliminate scorer subjectivity and improve grading reliability.
Reason R: Objective test items have a single predetermined correct answer key, ensuring that different evaluators assign the exact same score to a given response.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

196. Which section of the RTE Act, 2009 deals with the "Right of transfer to other school" for a child pursuing elementary education?
(A) Section 3
(B) Section 4
(C) Section 5
(D) Section 6

197. Under Section 5(2) of the RTE Act, 2009, where a child is required to move from one school to another, the Head-teacher or in-charge of the school shall immediately issue the:
(A) Character Certificate
(B) Migration Certificate
(C) No Objection Certificate
(D) Transfer Certificate

198. Under Section 5(3) of the RTE Act, 2009, delay in producing a Transfer Certificate shall:
(A) Bar the child from seeking admission in another school
(B) Lead to immediate fine on parents
(C) Cancel the child's academic enrollment for the year
(D) Not be a ground for delaying or denying admission in the other school

199. What is the statutory sanction under Section 5(3) against a Head-teacher who delays issuing a Transfer Certificate?
(A) Fine up to Rs. 25,000
(B) Criminal prosecution under Section 188 IPC
(C) Summary termination of service
(D) Liable for disciplinary action under the service rules applicable to him

200. A school head teacher notices that an 11-year-old child admitted to Class 5 under age-appropriate provisions is struggling severely with basic reading and single-digit subtraction. The head teacher decides to move the child back to Class 2 to ensure foundational learning before attempting Class 5 concepts.
Is the head teacher's administrative action legally permissible under the RTE Act, 2009?
(A) Yes, because acquiring foundational literacy and numeracy skills takes absolute priority over age-appropriate placement rules
(B) No, because Section 4 mandates age-appropriate placement in Class 5 with special training, making demotion to Class 2 unlawful
(C) Yes, provided the School Management Committee formally evaluates the child's academic performance and approves demotion in writing
(D) No, unless the child formally fails the annual Class 5 examination and the State Government has officially notified detention rules

201. Under Section 2(m) of the RTE Act, 2009, "person having interest in school education" includes:
(A) Any parent, guardian, teacher, or local authority representative
(B) Commercial textbook publishers
(C) Private coaching center owners
(D) School construction contractors

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222. Under Section 25(2) of the RTE Act, 2009, deployed teachers shall not be posted in a manner that creates:
(A) Single-subject mastery schools
(B) Over-staffed urban schools only
(C) Specialized STEM centers
(D) Zero-teacher or single-teacher schools

223. What is the statutory sanction under Section 18(5) if a school runs without obtaining recognition under Section 18(1)?
(A) Fine up to Rs. 1,00,000 and continuing fine of Rs. 10,000 per day
(B) Fine of Rs. 5,000 only
(C) Imprisonment of trustees for 5 years
(D) Cancellation of trust registration

224. Under Section 29(2)(d) of the RTE Act, 2009, the curriculum formulation shall ensure instruction in which language as far as practicable?
(A) English
(B) Hindi
(C) Sanskrit
(D) Child's mother tongue

225. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Normal Probability Curve (NPC) is symmetrical around its central vertical axis.
Reason R: In an NPC, fifty percent of total area lies to the left of the mean and fifty percent lies to the right of the mean, with skewness equal to zero.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

226. In educational evaluation, what does "Usability" (Practicability) of a test refer to?
(A) The consistency of test scores over time
(B) Practical factors like ease of administration, scoring, cost, time required, and clarity of directions
(C) The degree to which test items measure abstract constructs
(D) The alignment of test scores with external criterion measures

227. Under the RTE Act Schedule, what is the PTR norm for a primary school with 135 enrolled children?
(A) 3 teachers
(B) 4 teachers
(C) 5 teachers
(D) 5 teachers plus 1 Head Teacher

228. Under the RTE Act Schedule, what is the PTR norm for a primary school with 210 enrolled children?
(A) 5 teachers
(B) 6 teachers plus 1 full-time Head Teacher
(C) 7 teachers
(D) 8 teachers

229. Under Section 10 of the RTE Act, 2009, it is the duty of every parent or guardian to admit or cause to be admitted his child or ward to an elementary school in the:
(A) Distance beyond 10 km
(B) Private boarding school
(C) Specialized sports school
(D) Neighbourhood school

230. Consider the following statements regarding the 2012 Amendment to the RTE Act, 2009:
I. It amended Section 2(d) to explicitly include children with disabilities under disadvantaged groups.
II. It inserted Section 3(2) giving children with severe disabilities the right to opt for home-based education.
III. It exempted minority residential schools (like Madrasas and Vedic Pathshalas) primarily imparting religious instruction.
Which of the statement(s) given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

231. Under Section 36 of the RTE Act, 2009, prior sanction of which officer is required for prosecution of offenses punishable under Section 13(2), 18(5), and 19(5)?
(A) Chief Justice of India
(B) Officer authorized by the Appropriate Government by order
(C) Head of the School Management Committee
(D) Station House Officer of local police station

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minority government and private unaided institutions?
(A) Golaknath v. State of Punjab (1967)
(B) Kesavananda Bharati v. State of Kerala (1973)
(C) Society for Unaided Private Schools of Rajasthan v. Union of India (2012)
(D) Minerva Mills v. Union of India (1980)

212. What is the statutory minimum number of annual working days for an upper primary school under the RTE Act Schedule?
(A) 180 days
(B) 200 days
(C) 220 days
(D) 240 days

213. What is the minimum number of instructional hours per academic year mandated for primary classes (Classes I to V) under the RTE Schedule?
(A) 600 hours
(B) 700 hours
(C) 800 hours
(D) 900 hours

214. Under the RTE Act Schedule, every school must provide barrier-free access. What does this primarily ensure?
(A) Free entry without identity cards
(B) Unrestricted internet broadband access for all students
(C) Open access to surrounding public parks
(D) Physical accessibility for Children with Special Needs (CwSN) including ramps and accessible toilets

215. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A school cannot refuse admission to a child on the ground that the child does not possess an Aadhaar card at the time of application.
Reason R: Section 14 and Section 15 of the RTE Act, 2009 mandate that no child shall be denied admission for lack of age proof or procedural documentation.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

216. Which section of the RTE Act, 2009 defines "capitation fee"?
(A) Section 2(a)
(B) Section 2(b)
(C) Section 2(c)
(D) Section 2(d)

217. Under Section 2(e) of the RTE Act, 2009, the income limit for identifying a "child belonging to weaker section" is determined by:
(A) Central Ministry of Finance
(B) NITI Aayog
(C) Appropriate Government by notification
(D) School Management Committee

218. Under Section 2(k) of the RTE Act, 2009, "Notification" means a notification published in the:
(A) Local daily newspaper
(B) School notice board
(C) Ministry website only
(D) Official Gazette

219. What is the minimum percentage of parent members in an SMC who must be women as per Section 21(1) of the RTE Act, 2009?
(A) 25 percent
(B) 33 percent
(C) 50 percent
(D) 66 percent

220. A school teacher is appointed on a contractual basis in a government school. The school authority pays the teacher a consolidated salary less than the minimum pay scale prescribed by the Appropriate Government under Section 23(3).
Which statutory provision of the RTE Act, 2009 is violated?
(A) Section 12(1)(c)
(B) Section 18(2)
(C) Section 23(3)
(D) Section 29(1)

221. Under Section 24(1)(a) of the RTE Act, 2009, a teacher must maintain regularity and punctuality in attending school. If a teacher fails to comply, what mechanism applies?
(A) Summary removal without notice
(B) Deducting 50% salary by SMC directly
(C) Disciplinary action under applicable service rules under Section 24(2)
(D) Imprisonment up to 1 month

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(A) Rs. 25,000
(B) Rs. 50,000
(C) Rs. 1,00,000
(D) Rs. 5,00,000

260. A private school administration requires parents of EWS applicants under Section 12(1)(c) to pay a compulsory "non-refundable registration processing fee" of Rs. 1,500 during online application submission.
Is this charge compliant with the RTE Act, 2009?
(A) Yes, nominal administrative registration processing charges are legally permitted under school management rules
(B) Yes, provided the full registration fee is completely refunded to parents immediately after admission confirmation
(C) Yes, provided the processing fee structure has been officially approved by the School Management Committee in writing
(D) No, charging any capitation fee or mandatory processing payment for admission is illegal under Section 13(1) and punishable

261. Under Section 2(o) of the RTE Act, 2009, "screening procedure" means the method of selection for admission of a child based on:
(A) Random lottery selection draw
(B) Verification of residence proof documents
(C) Any test, interview, or consideration other than random selection method
(D) Verification of age certificate

262. Which section of the RTE Act, 2009 specifies that no child shall be required to pass any Board examination till completion of elementary education?
(A) Section 28
(B) Section 29
(C) Section 30(1)
(D) Section 31(1)

263. Under Section 30(2) of the RTE Act, 2009, every child completing elementary education shall be awarded a certificate in such form as prescribed. Who prescribes this certificate form in Delhi?
(A) Central Board of Secondary Education (CBSE)
(B) Directorate of Education, GNCTD / Appropriate Government
(C) National Council of Educational Research and Training (NCERT)
(D) District Magistrate

264. Under Section 31(3) of the RTE Act, 2009, where the NCPCR or SCPCR desires that an inquiry be made into a complaint, it may refer the matter to:
(A) Central Bureau of Investigation (CBI)
(B) Supreme Court Legal Services Committee
(C) Local Authority or specified officer
(D) Private arbitration panel

265. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: In a positively skewed distribution, the Mean is greater than the Median, which in turn is greater than the Mode.
Reason R: Positively skewed distributions have an elongated tail towards the higher end of the score scale, pulling the arithmetic mean towards extreme high scores.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

266. Under Section 24(1)(c) of the RTE Act, 2009, a teacher is statutory required to complete the entire curriculum within:
(A) 6 months
(B) Specified period
(C) 2 years
(D) Extended vacation period

267. Under Section 24(1)(e) of the RTE Act, 2009, a teacher must hold regular meetings with parents and guardians to apprise them about:
(A) School infrastructure development fundraising
(B) Teacher salary revision demands
(C) Attendance and progress of learning of the child
(D) Local political developments

268. Which section of the RTE Act, 2009 lays down that salary and allowances payable to teachers shall be as prescribed by Appropriate Government?
(A) Section 22(2)
(B) Section 23(3)
(C) Section 25(1)
(D) Section 27

232. What protection is provided under Section 37 of the RTE Act, 2009?
(A) No suit or legal proceeding shall lie against Central Govt, State Govt, Local Authority, or SMC for anything done in good faith
(B) Complete exemption of teachers from taking classes
(C) Protection of private school profits from income tax
(D) Absolute immunity of students from school discipline

233. Under Section 38(1) of the RTE Act, 2009, who may, by notification, make rules for carrying out the provisions of the Act?
(A) Central Government only
(B) Supreme Court of India
(C) Appropriate Government
(D) National Commission for Protection of Child Rights

234. Under Delhi RTE Rules, 2011, what is the designated Local Authority for schools located within the urban municipal areas of Delhi?
(A) Delhi Cantonment Board / Municipal Corporation of Delhi (MCD) / New Delhi Municipal Council (NDMC)
(B) Delhi Development Authority (DDA)
(C) Delhi Police Commission
(D) Delhi Transport Corporation (DTC)

235. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Item Discrimination Index (D) measures the extent to which an individual test item differentiates between high-performing and low-performing students.
Reason R: An item with a negative discrimination index means that lower-performing students answered it correctly more frequently than higher-performing students, indicating a flawed item.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

236. Under Section 4 of the RTE Act, 2009, a child admitted to an age-appropriate class shall have a right to receive special training. Who designs the learning material for such special training?
(A) School Management Committee independently
(B) Academic Authority specified under Section 29(1)
(C) Private tutorial agencies
(D) Parent-Teacher Association

237. What is the minimum age prescribed under Section 3(1) of the RTE Act, 2009 for entry into free and compulsory elementary education?
(A) 3 years
(B) 5 years
(C) 6 years
(D) 7 years

238. Under Section 7(3) of the RTE Act, 2009, the Central Government shall provide to the State Governments as grant-in-aid of revenues, such percentage of expenditure as it may determine in consultation with:
(A) State Education Ministers
(B) NITI Aayog
(C) Reserve Bank of India
(D) Finance Commission

239. Under Section 9(a) of the RTE Act, 2009, every Local Authority must ensure free and compulsory elementary education to every child residing within its jurisdiction. In this context, "compulsory" means:
(A) Statutory power to compel resistant parents to send children through criminal arrest and court prosecution
(B) Mandatory inclusion of basic military drills and physical training in all elementary school curricula
(C) Compulsory levy of education cess and property tax surcharges on all tax-paying citizens of the locality
(D) Statutory obligation on Local Authority and Appropriate Government to provide free education and ensure completion

240. A government school principal conducts a random physical inspection of student bags and finds a mobile phone. The principal subjects the student to severe verbal humiliation in front of the entire morning assembly and slaps the student twice across the face.
Which section of the RTE Act, 2009 is directly violated, and what immediate action follows?
(A) Section 13; Mandatory administrative fine

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184. Under the Schedule norms of the RTE Act, 2009, what is the minimum playground requirement for an elementary school?
(A) 2-acre dedicated athletic track
(B) Adequate playground facilities within premises or accessible nearby space
(C) Indoor sports complex with badminton court
(D) Playground requirement is optional for upper primary schools

185. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Standard Deviation is considered the most stable and reliable measure of dispersion in educational statistics.
Reason R: Standard Deviation takes into account every individual score in the distribution and is based on squared deviations from the arithmetic mean.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. In test construction, what is a "Table of Specifications" (Blueprint)?
(A) A financial budget schedule for publishing exam papers
(B) A two-way grid that maps learning objectives against content topics to ensure balanced test item coverage
(C) A list of student roll numbers and assigned exam centers
(D) A statistical table displaying normal distribution z-scores

187. Which section of the RTE Act, 2009 prohibits the holding of any Board examination till the completion of elementary education?
(A) Section 28
(B) Section 29(1)
(C) Section 30(1)
(D) Section 32(1)

188. Under Section 31(2) of the RTE Act, 2009, in discharge of its functions, the Commission relating to child rights shall have power to inquire into complaints in accordance with which law?
(A) Protection of Children from Sexual Offences (POCSO) Act, 2012
(B) Commissions for Protection of Child Rights (CPCR) Act, 2005
(C) Juvenile Justice (Care and Protection of Children) Act, 2015
(D) Code of Criminal Procedure, 1973

189. What is the statutory minimum proportion of parent members in an SMC who must belong to SC/ST or weaker sections under Delhi RTE Rules?
(A) Minimum 10%
(B) Proportionate to the population of such groups in the school enrollment
(C) Fixed 50% across all schools
(D) Left to local councillor nomination

MCQGPT

190. Consider the following statements regarding the 86th Constitutional Amendment Act, 2002:
I. It inserted Article 21A into Part III (Fundamental Rights).
II. It substituted Article 45 in Part IV (Directive Principles of State Policy).
III. It added clause (k) to Article 51A in Part IVA (Fundamental Duties).
IV. It made senior secondary education (up to age 18) a fundamental right.
Which of the statement(s) given above is/are correct?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

191. Under Section 12(1)(a) of the RTE Act, 2009, a school established, owned, or controlled by the Appropriate Government or local authority shall provide free and compulsory education to:
(A) 25 percent of its students
(B) 50 percent of its students
(C) All children admitted therein
(D) Children belonging to BPL cardholders only

192. Under Section 12(1)(b) of the RTE Act, 2009, an aided school receiving grant-in-aid shall provide free and compulsory education to:
(A) At least 25 percent of children admitted
(B) Such proportion of children admitted as its annual recurring aid bears to its total recurring expenses, subject to a minimum of 25 percent
(C) All children admitted in Class I
(D) Children nominated by the Ministry of Education

government schools, aided schools, and unaided non-minority schools.

III. It declared that Section 12(1)(c) applies to unaided minority schools established under Article 30(1).

Which of the statement(s) given above is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

251. Which Constitutional Article directs the State to promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and Scheduled Tribes?

(A) Article 41
(B) Article 45
(C) Article 46
(D) Article 48

252. Under the National Policy on Education (NPE) 1986 and Programme of Action (POA) 1992, which scheme was launched to improve primary school physical infrastructure and teaching learning equipment nationwide?

(A) District Primary Education Programme (DPEP)
(B) Operation Blackboard
(C) Sarva Shiksha Abhiyan (SSA)
(D) Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

253. Samagra Shiksha scheme, an overarching programme for the school education sector extending from pre-school to class 12, subsumed which three erstwhile schemes?

(A) DPEP, Operation Blackboard, and Mid-Day Meal
(B) NIPUN Bharat, STARS, and PM-SHRI
(C) SSA, RMSA, and Teacher Education (TE)
(D) KGBV, Mahila Samakhya, and Jan Shikshan Sansthan

254. Under NEP 2020, what is the new academic structure replacing the traditional 10+2 system in school education?

(A) 5+3+3+4
(B) 3+5+3+4
(C) 5+4+3+3
(D) 4+3+3+5

255. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.

Assertion A: Under Section 12(1)(c) of the RTE Act, 2009, private unaided schools must ensure that EWS/DG quota students are not segregated or discriminated against in classrooms, sports, or extra-curricular activities.

Reason R: Inclusion and non-discrimination are fundamental statutory mandates of the RTE Act, aimed at promoting social integration.

In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

256. Under the RTE Act Schedule, what is the mandatory requirement regarding library facilities in an elementary school?

(A) Separate air-conditioned reading lounge with digital catalog
(B) Library providing books, including storybooks, newspapers, magazines, and subject reference books
(C) At least 10,000 foreign language reference books
(D) Library is mandatory for secondary schools only

257. Under Section 32(2) of the RTE Act, 2009, after receiving a written complaint regarding grievance, the Local Authority shall decide the matter after giving:

(A) Summary penalty without hearing
(B) Ex-parte decision within 24 hours
(C) Reasonable opportunity of being heard to the parties concerned
(D) Direct referral to High Court

258. What is the statutory term of office of members of the State Advisory Council constituted under Section 34 of the RTE Act, 2009?

(A) 1 year
(B) 2 years
(C) 3 years
(D) 5 years

259. What is the maximum fine for running an unrecognized school under Section 18(5) of the RTE Act, 2009?

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of Rs. 25,000 levied directly on the school management committee
(B) Section 24; Immediate demotion to assistant teacher post with temporary freeze of promotional increments
(C) Section 17; Disciplinary action under applicable service rules initiated against the principal for harassment
(D) Section 28; Registration of a non-bailable FIR under the Anti-Tuition and Administrative Malpractice Act

241. Under Section 12(1)(c) of the RTE Act, 2009, what entry-level class is mandated for 25% EWS/DG reservation in unaided private schools?
(A) Class I or pre-school education (nursery/KG) where imparted
(B) Class V only
(C) Class VI only
(D) Class VIII only

242. Under Section 13(2)(b) of the RTE Act, 2009, what is the penalty for a subsequent contravention of the prohibition on screening procedure?
(A) Fine up to Rs. 25,000
(B) Fine which may extend to Rs. 50,000 for each subsequent contravention
(C) Fine up to Rs. 1,00,000
(D) Cancellation of school registration

243. Under Section 16(2) of the RTE Act, 2009 (as amended in 2019), if a child fails in the regular examination in Class 5 or Class 8, what opportunity must be granted?
(A) Direct promotion to next class without re-examination
(B) Immediate expulsion from school
(C) Compulsory transfer to open schooling
(D) Additional instruction and re-examination within a period of 2 months

244. Under Section 21(1) of the RTE Act, 2009, which of the following is NOT a required category of representation on an SMC?
(A) Parents or guardians of students
(B) Elected representatives of the local authority
(C) Teachers of the school
(D) Representatives of commercial textbook publishing companies

245. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Percentile rank indicates the percentage of scores in a distribution that fall at or below a given score.
Reason R: A student scoring at the 85th percentile scored higher than or equal to 85 percent of the test-taking reference group.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

246. What is the minimum weekly requirement of working hours for teachers specified in the RTE Schedule, including preparation hours?
(A) 35 hours
(B) 40 hours
(C) 45 hours
(D) 50 hours

MCQGPT

247. Under Section 26 of the RTE Act, 2009, teacher vacancies in government schools shall not exceed what proportion of total sanctioned strength?
(A) 5%
(B) 10%
(C) 15%
(D) 20%

248. Under Section 28 of the RTE Act, 2009, no teacher shall engage in private tuition or private teaching activity. This restriction applies to:
(A) Private school teachers only
(B) Government school teachers only
(C) Guest teachers only
(D) Every teacher in elementary schools covered under the Act

249. Under Section 29(1) of the RTE Act, 2009, who specifies the Academic Authority for laying down curriculum in States?
(A) Union Ministry of Education
(B) Governor of the State
(C) State High Court
(D) State Government / Appropriate Government by notification

250. Consider the following statements regarding the 2012 judgment in Society for Unaided Private Schools of Rajasthan v. Union of India:
I. It upheld Section 12(1)(c) requiring 25% EWS reservation in private unaided schools.
II. It held that the RTE Act applies to

269. What is the maximum teacher vacancy percentage allowed under Section 26 of the RTE Act, 2009?
(A) 5 percent
(B) 10 percent
(C) 15 percent
(D) 20 percent

270. Consider the following statements regarding Teacher Eligibility Test (TET) mandated under Section 23 of the RTE Act, 2009:
I. TET qualification is laid down by NCTE as a mandatory minimum requirement for teaching elementary classes.
II. TET is conducted by designated authorities like CBSE (CTET) or State Education Boards.
III. Existing regular teachers appointed prior to RTE implementation were exempted or granted a statutory relaxation window to acquire minimum qualifications.
IV. TET score replaces the requirement of a professional teacher training degree (like D.El.Ed/B.Ed).
Which of the statement(s) given above is/are correct?
(A) I, II, and III only
(B) I and IV only
(C) II and III only
(D) I, II, III, and IV

271. What is the statutory status of the National Commission for Protection of Child Rights (NCPCR)?
(A) Constitutional body established under Article 350
(B) Executive body created by Cabinet resolution
(C) Statutory body established under the CPCR Act, 2005
(D) Non-Governmental Organization (NGO)

272. Under Section 32(3) of the RTE Act, 2009, any person aggrieved by the decision of the Local Authority may prefer an appeal to:
(A) High Court of the State
(B) Central Advisory Board of Education
(C) Union Education Minister
(D) State Commission for Protection of Child Rights (SCPCR) or REPA

273. Under Section 35(1) of the RTE Act, 2009, guidelines issued by the Central Government are binding on:
(A) Appropriate Government and Local Authority
(B) High Courts and Supreme Court
(C) Private textbook publishers
(D) Foreign educational boards

274. Under the Schedule of the RTE Act, 2009, what is the mandatory facility required regarding school office infrastructure?
(A) Conference hall with video conferencing system
(B) Separate administrative block for accounts staff
(C) Staff room with individual executive cubicles
(D) Office-cum-Store-cum-Head teacher's room

275. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Pearson's Product-Moment Correlation Coefficient (r) ranges strictly between -1.00 and +1.00.
Reason R: A correlation coefficient of -0.85 indicates a strong inverse linear relationship between two educational test variables.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

276. In educational statistics, what measure of central tendency is most appropriate for qualitative nominal scale data (e.g., identifying the most common student learning preference)?
(A) Arithmetic Mean
(B) Median
(C) Harmonic Mean
(D) Mode

277. Under Section 6 of the RTE Act, 2009, establishing neighbourhood schools within prescribed spatial limits is the joint responsibility of:
(A) Head Teacher and SMC
(B) National Steering Committee and NCERT
(C) Appropriate Government and Local Authority
(D) Private Trusts and NGOs

278. Under Section 11 of the RTE Act, 2009, free pre-school education (3 to 6 years) is designed to prepare children for primary education. This

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51. (B) Unni Krishnan, J.P. v. State of Andhra Pradesh (1993)
In the landmark judgment Unni Krishnan, J.P. v. State of Andhra Pradesh (1993), the Supreme Court ruled that the right to education up to age fourteen is a fundamental right implicit in Article 21. This historic ruling paved the way for the 86th Constitutional Amendment and subsequent enactment of RTE.

52. (A) Tapas Majumdar Committee
The Tapas Majumdar Committee was constituted by the Government of India in 1999 to examine financial requirements for universal elementary education. The committee estimated an outlay of approximately 1,37,000 crore rupees over ten years, laying the financial foundation for constitutionalizing free and compulsory education for all children.

53. (B) Minimum 3 months up to a maximum of 2 years
Under Section 4 of the Right to Education Act and Delhi RTE Rules, out-of-school children admitted to age-appropriate classes receive special training. The rules prescribe that such special training shall be provided for a minimum period of three months, which can be extended up to a maximum duration of two years.

54. (B) Maximum 15 members appointed from among persons having knowledge/experience in elementary education and child development
Section 33 of the Right to Education Act governs the National Advisory Council. The statute mandates that the Council shall consist of a maximum of 15 members appointed by the Central Government from among individuals possessing distinguished knowledge and practical experience in the fields of elementary education and child development.

55. (A) Both A and R are true and R is the correct explanation of A
Section 14(1) outlines proof of age options, while Section 14(2) explicitly provides that no child shall be denied admission for lack of age proof. A school cannot insist on a formal birth certificate as an absolute prerequisite, making Reason R the direct statutory rationale behind Assertion A.

56. (D) Lay down the framework for curriculum and evaluation procedures
Section 29(1) of the Right to Education Act specifies the role of the notified Academic Authority. The primary function of this designated body is to lay down the framework for curriculum and evaluation procedures for elementary education, ensuring child-centric learning, constitutional values, and continuous evaluation standards across schools.

57. (D) Section 38
Section 38 of the Right to Education Act grants rule-making powers to the Appropriate Government. Under this section, state governments and union territory administrations issue official notifications laying down rules to carry out various statutory provisions, operational mechanisms, and administrative procedures required under the parent Act.

58. (A) Central Government
Section 35(1) of the Right to Education Act empowers the Central Government to issue binding administrative guidelines. The Central Government may issue directions and guidance to the Appropriate Government or Local Authority as it deems fit for the effective implementation and smooth operationalization of various statutory provisions across the country.

59. (C) Protection against legal proceedings for anything done in good faith
Section 37 of the Right to Education Act provides legal protection for administrative actions. It explicitly states that no suit, prosecution, or other legal proceedings shall lie against the Central Government, State Government, Local Authority, or School Management Committee for anything done or intended to be done in good faith.

60. (B) The Head of School faces disciplinary action, and TC delay cannot impede seeking admission in another school
Section 5(3) of the Right to Education Act specifies that delay in issuing a Transfer Certificate shall not be a ground for delaying or denying admission in another school. Withholding or delaying a Transfer Certificate renders the Head of School liable to disciplinary action under applicable service rules.

MCQGPT

(A) Fine up to Rs. 1,00,000, and Rs. 10,000 for each day during which contravention continues
(B) Fine up to Rs. 10,000 flat
(C) Fine up to Rs. 50,000 flat
(D) Fine up to Rs. 5,00,000

288. Under Section 21(2)(a) of the RTE Act, 2009, one of the primary functions of SMC is to:
(A) Monitor the working of the school
(B) Determine board examination paper patterns
(C) Conduct recruitment interviews for teachers
(D) Issue commercial shop licenses near school gate

289. Under Section 21(2)(c) of the RTE Act, 2009, SMC is statutorily mandated to monitor the utilization of:
(A) Private profits of school management trustees
(B) Commercial bank loans of teachers
(C) Grants received from the appropriate Government or local authority or any other source
(D) Local political election campaign funds

290. Consider the following statements regarding the financial provisions under Section 7 of the RTE Act, 2009:
I. Central Government and State Governments have concurrent responsibility to provide funds.
II. Central Government prepares estimates of capital and recurring expenditure.
III. Central Government provides grant-in-aid to States based on percentage allocations.
IV. State Governments must bear 100% of capital expenditure for school buildings without central support.
Which of the statement(s) given above is/are correct?
(A) I, II, and III only
(B) I and IV only
(C) II and IV only
(D) I, II, III, and IV

291. Which section of the RTE Act, 2009 bars private tuition by teachers?
(A) Section 26
(B) Section 27
(C) Section 28
(D) Section 29

292. Under Section 29(2)(e) of the RTE Act, 2009, the curriculum shall ensure that learning is made child-centered through:
(A) Strict formal lecture method only
(B) Rote memorization of prescribed textbooks
(C) Daily standardized written testing
(D) Activities, discovery, and exploration in a child-friendly and child-centered manner

293. Under Section 31(1)(a) of the RTE Act, 2009, NCPCR and SCPCR monitor the safeguards provided under the Act and evaluate:
(A) Financial profitability of private educational trusts
(B) Academic performance in IIT-JEE entrance examinations
(C) Compliance with corporate governance norms
(D) Effective implementation of the rights guaranteed under the Act

294. Under Section 32(1) of the RTE Act, 2009, a written complaint regarding grievance must be submitted to:
(A) Local Authority having jurisdiction
(B) Union Education Minister
(C) Central Bureau of Investigation
(D) High Court Registrar

295. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A diagnostic test is designed to identify specific learning difficulties and gaps in student understanding.
Reason R: Diagnostic tests provide detailed qualitative information to plan targeted remedial instruction for struggling learners.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

296. What is the maximum duration prescribed under Section 32(2) for disposing of a grievance complaint by the Local Authority under the RTE Act, 2009?
(A) 30 days
(B) 60 days
(C) 3 months

vision is implemented primarily through which government infrastructure?
(A) Private day-care centers
(B) Municipal sports complexes
(C) Anganwadi Centers under ICDS and Pre-primary sections of primary schools
(D) Open vocational centers

279. Under Section 14(1) of the RTE Act, 2009, proof of age is determined on the basis of birth certificate or document prescribed. Under Delhi RTE Rules, which of the following is an accepted document?
(A) Commercial gym membership card
(B) Water utility bill of property owner
(C) Self-declaration by parent or guardian
(D) Bank loan passbook

280. A government school teacher refuses to conduct Continuous and Comprehensive Evaluation (CCE) assessments, stating that CCE is not recognized under Central Civil Services Rules and only end-of-year written marks matter.
Which legal provision refutes the teacher's position?
(A) Section 12(1)(a) of the RTE Act, 2009, which regulates admissions in government elementary schools
(B) Section 18(2) of the RTE Act, 2009, which regulates norms for obtaining certificates of school recognition
(C) Section 35(3) of the RTE Act, 2009, which empowers local authorities to issue administrative directions
(D) Section 29(2)(h) of the RTE Act, 2009, which mandates CCE as statutory evaluation procedure for schools

281. Under Section 2(g) of the RTE Act, 2009, "Home-based education" refers to education imparted to children with severe disabilities under:
(A) Section 3(2) (inserted by 2012 Amendment)
(B) Section 12(1)(c)
(C) Section 21(2)
(D) Section 28

282. Under Section 12(1)(c) of the RTE Act, 2009, what is the minimum percentage of children from weaker sections and disadvantaged groups to be admitted in entry-level classes in unaided private schools?
(A) 10%
(B) 15%
(C) 20%
(D) 25%

283. Under Section 13(1) of the RTE Act, 2009, no school or person shall while admitting a child collect any capitation fee or subject the child or parents to any:
(A) Medical immunization record check
(B) Screening procedure
(C) Address proof verification
(D) Verification of parent contact phone number

284. Under Section 16(1) of the RTE Act, 2009 (as amended in 2019), who conducts the regular examination at the end of Class 5 and Class 8?
(A) Central Board of Secondary Education exclusively
(B) Such authority and in such manner as may be prescribed by Appropriate Government
(C) National Testing Agency (NTA)
(D) School Management Committee independently

285. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Standardized tests are designed to provide consistent, uniform administration and scoring procedures across all test-takers.
Reason R: Standardized tests allow valid comparisons of individual performance against established national or state norms.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

286. Under Section 17(2) of the RTE Act, 2009, who is authorized to initiate disciplinary action against a teacher subjecting a student to physical punishment?
(A) Station House Officer of local police station directly
(B) President of Parent-Teacher Association
(C) High Court Registrar
(D) Disciplinary authority under applicable service rules of the teacher

287. What is the fine for establishing or running a school without obtaining a Certificate of Recognition under Section 18(5)?

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ANSWERS

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1. (B) 86th Constitutional Amendment Act, 2002
Article 21A was incorporated into the Constitution of India through the 86th Constitutional Amendment Act in 2002. This historic amendment established free and compulsory education as a Fundamental Right for all children between six and fourteen years of age. It also modified Article 45 and added Article 51A(k) regarding parental duties for child education.

2. (D) Neighbourhood school
Section 3(1) of the Right of Children to Free and Compulsory Education Act, 2009 guarantees every child aged six to fourteen years the right to free and compulsory elementary education. The statute explicitly specifies that this educational right must be provided within a neighbourhood school, ensuring spatial accessibility and eliminating economic barriers for elementary students.

3. (C) 6 to 18 years
The Right of Children to Free and Compulsory Education Act provides an extended age limit for children suffering from benchmark disabilities. In alignment with the Rights of Persons with Disabilities Act of 2016, free elementary and secondary educational rights are extended to cover disabled children from six to eighteen years of age, facilitating inclusive educational opportunities nationwide.

4. (C) Appropriate Government and Local Authority
In the Right to Education Act, compulsory education places a legal mandate primarily on the Appropriate Government and Local Authority. These entities are statutorily obligated to provide free elementary education, ensure compulsory admission, maintain student attendance, and guarantee the successful completion of basic schooling for every eligible child residing within their geographic boundaries.

5. (A) Both A and R are true and R is the correct explanation of A
Section 4 of the Right to Education Act mandates age-appropriate class admission for out-of-school or never-enrolled children. To enable such children to study at par with their peers, the statute provides a mandatory right to receive special training. Thus, age-appropriate admission directly necessitates targeted special training, making the supporting reason the correct conceptual explanation.

6. (B) Within a walking distance of 1.0 km
The Delhi Right of Children to Free and Compulsory Education Rules, 2011 define spatial limits for neighbourhood schools. For primary classes covering grades I to V, a neighbourhood school must be located within a walking distance of 1.0 kilometer from the residence of children, ensuring safe and easy physical access for young primary students.

7. (C) 3 kilometers
Section 6 of the Right to Education Act specifies spatial distance norms for establishing neighbourhood schools across regions. For upper primary classes covering grades VI to VIII, the maximum spatial distance limit is set at 3.0 kilometers from habitations, ensuring older elementary children can safely access upper primary education without facing excessive commuting hurdles.

8. (D) Finance Commission
Section 7 of the Right to Education Act outlines financial responsibilities for implementing statutory mandates. Under this provision, the Finance Commission is empowered to examine the overall financial requirements of state governments. The Commission then recommends necessary grants-in-aid from the Consolidated Fund of India to assist states in carrying out educational provisions effectively.

9. (B) Section 9
Section 9 of the Right to Education Act delineates the specific statutory duties imposed on local authorities. Among these obligations, local authorities must maintain comprehensive, updated records of all children residing within their geographic jurisdiction from birth until they attain fourteen years of age, ensuring

systematic monitoring of school enrollment and attendance patterns.

10. (A) I and II only
Section 9 of the Right to Education Act explicitly assigns local authorities the duty to ensure compulsory school admission, attendance, and completion of elementary education, alongside maintaining household records of children up to age fourteen. Deciding the national curriculum framework is the responsibility of the designated national academic authority under Section 29, not local authorities.

11. (C) Every parent or guardian
Section 10 of the Right to Education Act establishes a fundamental statutory duty for parents and legal guardians. It lays down that every parent or guardian is legally obligated to admit or cause to be admitted their child or ward to an elementary school in the neighbourhood for receiving complete basic elementary education.

12. (D) 25 percent of the class strength
Section 12(1)(c) of the Right to Education Act mandates that specified category schools and private unaided non-minority schools must reserve seats for vulnerable children. They are legally required to admit children belonging to weaker sections and disadvantaged groups in Class I to the extent of at least 25 percent of total class strength.

13. (A) Per-child expenditure incurred by the State or actual fee charged, whichever is less
Under Section 12(2) of the Right to Education Act, private unaided schools providing free education to reserved category children receive financial reimbursement. The government reimburses expenditure based on the per-child cost incurred by the State in its own schools or the actual tuition fee charged by the private school, whichever amount happens to be lower.

14. (D) Fine which may extend to ten times the capitation fee charged
Section 13(1) of the Right to Education Act strictly prohibits schools or individuals from receiving capitation fees during student admissions. If any school or person violates this provision by collecting capitation fees, Section 13(2)(a) prescribes a statutory fine that may extend to ten times the total capitation fee charged from applicants.

15. (A) I, II, and III only
Section 13 prohibits screening procedures or parental interviews during elementary admissions. Initial violations carry fines up to 25,000 rupees, while subsequent violations carry fines up to 50,000 rupees. Conducting oral parental interviews or written tests for screening purposes is completely illegal under statutory provisions, rendering statements I, II, and III correct.

16. (C) Birth certificate issued under the Registration of Births, Deaths and Marriages Act, or prescribed document
Section 14(1) of the Right to Education Act specifies that a child's age for elementary admission is determined using a birth certificate issued under the Registration of Births, Deaths and Marriages Act, or other prescribed documentary proof. Crucially, Section 14(2) mandates that no child shall be denied admission due to lack of age proof.

17. (A) No, no child shall be denied admission if such admission is sought after the extended period
Section 15 of the Right to Education Act states that children must be admitted at the start of the academic year or within prescribed extended periods. Furthermore, the statute explicitly mandates that no child shall be denied admission even if such admission is sought after the expiry of the extended admission period.

18. (A) No child admitted to a school shall be held back in any class or expelled from school till the completion of elementary education
The original Section 16 of the Right to Education Act established a strict no-detention policy across elementary education. It stipulated that no child admitted to a school could be held back in any class or expelled from school prior to completing elementary education, promoting continuous learning without academic failure barriers.

19. (D) Re-examination within two months of result declaration, after additional instruction
The Right to Education Amendment Act of 2019 modified detention provisions for Class V and Class VIII. If a student fails the regular end-of-year examination, the school must provide additional instruction and hold a re-examination within two months from the date of result declaration before any decision regarding detention is taken.

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20. (C) Denying admission due to lack of prior schooling and late arrival in the academic year
Denying school admission to a child based on late arrival or lack of foundational background violates Sections 4 and 15 of the Right to Education Act. Section 4 guarantees age-appropriate admission along with special training, while Section 15 explicitly forbids denying entry even after the extended academic period has expired.

21. (B) Yes, the appropriate government may allow schools to hold back a child if the child fails in the re-examination
Under the Right to Education Amendment Act of 2019, state governments are granted discretionary power regarding student detention. The appropriate government may allow schools to hold back a child in Class V or Class VIII if that child fails the mandatory re-examination conducted after additional instruction, while prohibiting expulsion.

22. (D) Section 17
Section 17 of the Right to Education Act safeguards children from harm within educational institutions. Subsection 17(1) explicitly prohibits subjecting any child to physical punishment or mental harassment, ensuring a safe, supportive, and child-friendly learning environment free from corporal discipline or psychological intimidation throughout elementary schooling.

23. (B) Disciplinary action under the service rules applicable to such teacher
Section 17(1) of the Right to Education Act prohibits physical punishment and mental harassment of students. When a teacher violates this provision, Section 17(2) stipulates that such teacher shall be liable to disciplinary action under the service rules applicable to them, rather than facing direct monetary fines imposed by monitoring commissions.

24. (A) Fine extending to Rs. 1,00,000, plus Rs. 10,000 per day for continuing violation
Section 18(1) mandates that no school can operate without obtaining a formal Certificate of Recognition. Under Section 18(5), running an unrecognized institution attracts a fine extending up to 1,00,000 rupees. In cases of continuing violation, an additional fine of 10,000 rupees per day is imposed for each day the offense continues.

25. (A) Both A and R are true and R is the correct explanation of A
In Pramati Educational and Cultural Trust v. Union of India (2014), the Supreme Court ruled that applying the Right to Education Act to private minority institutions violates Article 30(1). Consequently, private unaided minority schools are exempt from the Act, making the constitutional ruling the exact legal explanation for their statutory exemption.

26. (B) 1:30
The Schedule under the Right to Education Act prescribes standard Pupil-Teacher Ratio norms for primary schools covering classes I to V. For an admitted student enrollment up to 200 children, the statutory ratio mandates at least one teacher for every 30 students, ensuring adequate instructional attention and appropriate classroom management standards.

27. (C) Shall not exceed 1:40
The Schedule of the Right to Education Act specifies adjusted staffing norms for large primary schools. When total student enrollment in classes I to V exceeds 200 children, the overall Pupil-Teacher Ratio, excluding the full-time Head Teacher, must not exceed 1:40, maintaining instructional quality while accommodating higher student populations.

MCQGPT

28. (C) Above 150 students
According to the Schedule attached to the Right to Education Act, primary schools must expand staff as enrollment grows. When student enrollment in classes I to V exceeds 150 children, the school is statutorily mandated to appoint five regular teachers along with a full-time, dedicated Head Teacher for administrative leadership.

29. (B) At least one teacher per 35 children
The Schedule under the Right to Education Act lays down explicit staffing standards for upper primary education. For classes VI to VIII, schools must maintain a Pupil-Teacher Ratio of at least one teacher for every 35 children, while also ensuring the presence of subject-specific teachers across key academic subject domains.

30. (D) I, II, and III
The Schedule of the Right to Education Act outlines upper primary staffing requirements. Schools must provide subject teachers for Science/Mathematics, Social Studies, and

Languages. When enrollment exceeds 100 students, a full-time Head Teacher and part-time instructors for Art, Physical, and Work Education are mandated, making all three listed statements correct.

31. (B) 200 working days
The Schedule attached to the Right to Education Act lays down minimum operational standards for academic calendars. For primary classes covering grades I to V, an elementary school must function for a minimum of 200 working days within an academic year to fulfill statutory instructional requirements for enrolled pupils.

32. (C) 1000 hours
Under the Schedule of the Right to Education Act, distinct operational norms are specified for upper primary classes covering grades VI to VIII. Schools at this level are required to complete a minimum of 1000 instructional hours per academic year, spread across at least 220 full school working days.

33. (C) 45 hours
The Schedule under the Right to Education Act mandates weekly workload requirements for elementary school teachers. A teacher is required to complete a minimum of 45 working hours per week. This statutory requirement explicitly includes both direct classroom teaching time and necessary instructional preparation hours during the academic session.

34. (A) Air-conditioned computer laboratory
The Schedule under the Right to Education Act lists essential infrastructure norms including all-weather school buildings, separate toilets for boys and girls, safe drinking water, barrier-free access, and play material. An air-conditioned computer laboratory is not an explicit statutory requirement under these prescribed Schedule norms for basic elementary recognition.

35. (A) I, II, and III only
Section 21 of the Right to Education Act requires government and aided schools to form School Management Committees where 75% are parents, 50% are women, and disadvantaged groups receive proportional representation. Private unaided schools are explicitly exempted from Section 21 SMC obligations, making statements I, II, and III correct.

36. (B) Appoint and terminate school teachers and fix their salary scale
Under Section 21(2) of the Right to Education Act, School Management Committees monitor school working, prepare School Development Plans, and oversee grant utilization. Appointing or terminating teachers and fixing their salary scales are service matter functions regulated by appropriate governments and service rules, not statutory functions of the committee.

37. (C) Grants to be made by the appropriate Government or local authority
Section 22 of the Right to Education Act governs the preparation of School Development Plans by School Management Committees. Subsection 22(2) stipulates that the plan so prepared shall form the basis for grants to be made by the appropriate Government or local authority for institutional development and infrastructural resource allocation.

38. (D) National Council for Teacher Education (NCTE)
Section 23(1) of the Right to Education Act empowers the Central Government to notify a national academic authority for teacher standards. The National Council for Teacher Education is authorized under this provision to lay down minimum professional and academic qualifications required for appointment as an elementary school teacher across India.

39. (A) Maintain regularity and punctuality in attending school
Section 24(1) of the Right to Education Act delineates the core statutory duties of school teachers. Maintaining regularity and punctuality in attending school is an explicit statutory obligation. Conducting paid private tuitions or undertaking unauthorized commercial projects are strictly prohibited under provisions of the Act and service rules.

40. (B) No, teachers can only be deployed for census, disaster relief, or local/State/Parliamentary election duties
Section 27 of the Right to Education Act explicitly prohibits deploying teachers for non-educational duties, except for three statutory exceptions: decennial population census, disaster relief operations, and duties relating to elections to local authorities, State Legislatures, or Parliament. Municipal ward surveys fall outside

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these permitted statutory exceptions, making deployment illegal.

41. (B) 10 percent
Section 26 of the Right to Education Act regulates teacher staff vacancies in government-established, owned, controlled, or substantially financed schools. The provision mandates that total vacancies of teachers in any such school shall not exceed 10 percent of the total sanctioned strength, ensuring consistent teacher availability for students.

42. (D) Engaging in private tuition or private teaching activity
Section 28 of the Right to Education Act places an explicit statutory restriction on teaching staff. It strictly prohibits school teachers from engaging in private tuition or private teaching activities, ensuring that educators devote their full professional efforts toward institutional teaching duties within designated regular school working hours.

43. (A) National Council of Educational Research and Training (NCERT)
Section 29(1) of the Right to Education Act provides that the curriculum and evaluation procedure for elementary education shall be laid down by a notified Academic Authority. At the Central level, the Central Government notified the National Council of Educational Research and Training to specify the curriculum framework and assessment standards.

44. (B) Medium of instruction shall, as far as practicable, be in child's mother tongue
Section 29(2)(f) of the Right to Education Act addresses language instruction in elementary schools. It mandates that the medium of instruction shall, as far as practicable, be in the child's mother tongue, facilitating better cognitive understanding, natural communication, and socio-emotional comfort for young learners during elementary education.

45. (A) Both A and R are true and R is the correct explanation of A
Section 30(1) of the Right to Education Act provides that no child shall be required to pass any Board examination till completion of elementary education. Eliminating formal Board exams reduces mental stress and supports Continuous and Comprehensive Evaluation principles, making the reasoning statement the correct explanation of the assertion.

46. (C) National Commission for Protection of Child Rights (NCPCR) and SCPCR
Section 31 of the Right to Education Act assigns monitoring responsibilities for child rights to statutory commissions. The National Commission for Protection of Child Rights and State Commissions for Protection of Child Rights are designated to examine safeguards, inquire into complaints, and monitor the implementation of statutory educational rights.

47. (D) Local Authority concerned
Section 32(1) of the Right to Education Act sets forth the grievance redressal mechanism for child rights violations. Any person seeking to file a complaint regarding rights under the Act must submit a written complaint in the first instance directly to the concerned Local Authority having territorial jurisdiction over the matter.

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48. (C) 3 months
Section 32(2) of the Right to Education Act prescribes a strict timeline for resolving administrative grievances. After receiving a written complaint regarding violations of child rights, the concerned Local Authority is required to decide the matter after affording a fair hearing within a maximum period of three months.

49. (C) State Commission for Protection of Child Rights (SCPCR) or REPA
Section 32(3) of the Right to Education Act provides an appellate channel for aggrieved individuals. Any person dissatisfied with the decision or inaction of the Local Authority under Section 32 may prefer an appeal to the State Commission for Protection of Child Rights or the designated Right to Education Protection Authority.

50. (A) I and II only
In Society for Unaided Private Schools of Rajasthan v. Union of India (2012), the Supreme Court upheld the constitutionality of Section 12(1)(c) for non-minority private unaided schools. However, the Court subsequently exempted minority institutions under Article 30(1), rendering statements I and II correct while statement III remains incorrect.

(D) 6 months

297. Under Section 33(1) of the RTE Act, 2009, who constitutes the National Advisory Council?
(A) State Government
(B) Supreme Court
(C) Central Government
(D) National Council for Teacher Education

298. Under Section 34(1) of the RTE Act, 2009, who constitutes the State Advisory Council?
(A) Central Government
(B) State Government / Appropriate Government
(C) Governor of RBI
(D) High Court Chief Justice

299. Under Section 38(2)(a) of the RTE Act, 2009, the Appropriate Government may make rules prescribing the manner of laying down limits of neighbourhood school under:
(A) Section 4
(B) Section 6
(C) Section 12
(D) Section 18

300. A primary school principal refuses to register a grievance complaint filed by a parent regarding lack of clean drinking water in school, stating that parents have no legal locus standi to complain about internal school facilities.
Is the principal's stance legally sound under Section 32 of the RTE Act, 2009?
(A) Yes, because internal administration is exempt from parental interference
(B) Yes, provided the School Management Committee supports the principal
(C) No, but complaints can only be filed by registered non-governmental organizations
(D) No, because Section 32(1) explicitly permits any person having any grievance relating to child rights under the Act to submit a written complaint to the Local Authority

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61. (A) SC, ST, socially and educationally backward classes, and CwSN
Section 2(d) of the Right to Education Act defines a child belonging to a disadvantaged group. This statutory category includes children belonging to Scheduled Castes, Scheduled Tribes, socially and educationally backward classes, and children with special needs or benchmark disabilities facing social, cultural, or economic disadvantages.

62. (C) A child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the Appropriate Government
Section 2(e) of the Right to Education Act defines a child belonging to a weaker section. The statute specifies that it refers to a child whose parent or guardian has an annual income lower than the minimum threshold specified by the Appropriate Government through official gazette notification.

63. (B) 3 to 6 years
Section 11 of the Right to Education Act addresses early childhood care. To prepare children for primary education and provide early childhood care, the Appropriate Government may make necessary arrangements for offering free pre-school education to young children falling within the age group of three to six years.

64. (C) Proportional to the population of SC/ST in the district or neighborhood
Under the Delhi Right to Education Rules, representation of Scheduled Castes, Scheduled Tribes, and disadvantaged groups within the parent quota of a School Management Committee is structured systematically. The rules mandate that their percentage representation shall be proportional to their population proportion within the district or school neighbourhood.

65. (A) I, II, and III only
Section 24(1) mandates teachers to complete curriculum within specified time, assess learning abilities with supplementary instruction, and hold parent meetings. Conducting private coaching classes is strictly prohibited under Section 28 rather than being a duty, making statements I, II, and III correct while statement IV is incorrect.

66. (B) Disciplinary action under the service rules applicable to the teacher
Section 24(2) of the Right to Education Act specifies the legal consequences for teacher default. If a teacher fails to perform statutory duties outlined in Section 24(1), such teacher shall be liable to disciplinary action under the applicable service rules governing their employment in the educational institution.

67. (C) Section 36
Section 36 of the Right to Education Act restricts judicial cognizance of specified offenses. It provides that no court shall take cognizance of offenses punishable under Section 13(2), Section 18(5), or Section 19(5) except upon a formal complaint made with the prior sanction of an officer authorized by government order.

68. (A) Must be provided to each school as per norms prescribed by Appropriate Government
The Schedule attached to the Right to Education Act lays down essential equipment standards for all elementary schools. It mandates that play material, games equipment, and sports gear must be adequately provided to every recognized elementary school in accordance with specific norms prescribed by the Appropriate Government.

69. (C) Kothari Commission (1964-66)
The Education Commission (1964-66), popularly known as the Kothari Commission, recommended that free and compulsory education should be provided to all children up to fourteen years of age within twenty years. This landmark recommendation heavily influenced future national policies on education and eventual constitutional amendments.

70. (A) I, II, and III only
The RTE Amendment Act of 2019 substituted Section 16, allowing states to hold regular Class 5 and 8 exams and retain students failing re-examinations. However, Section 16(3) explicitly preserves the bar against expulsion, making statements I, II, and III correct while statement IV remains incorrect.

71. (B) The Central Government
Section 2(a)(i) of the Right to Education Act defines the Appropriate Government for Union Territories. In relation to a school established, owned, or controlled by the Union Territory

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134. (C) Section 37
Section 37 of the Right to Education Act provides legal protection to authorities and committees. It explicitly bars suits, prosecutions, or legal proceedings against the Central Government, Appropriate Government, Local Authority, or School Management Committee for any action taken or intended to be taken in good faith.

135. (A) Both A and R are true and R is the correct explanation of A
Section 18 mandates that no school can operate without obtaining a Certificate of Recognition after satisfying Schedule standards. Unrecognized schools operate illegally under this provision, making Section 18 statutory requirements in Reason R the exact legal justification and explanation for Assertion A regarding school status.

136. (B) Boundary wall or fencing
The Schedule attached to the Right to Education Act outlines physical infrastructure norms for elementary school buildings. Every recognized school building must be provided with a proper boundary wall or secure fencing around its premises to ensure child safety, campus protection, and proper institutional boundary management.

137. (B) Kitchen-cum-store
The Schedule under the Right to Education Act specifies facility standards for nutritional programs. Every elementary school is statutorily required to possess a dedicated kitchen-cum-store facility within its premises for safe preparation, cooking, hygienic storage, and distribution of Mid-Day Meals to all enrolled elementary students.

138. (B) At least once a month
The Delhi Right of Children to Free and Compulsory Education Rules, 2011 specify meeting frequencies for School Management Committees. The rules mandate that the committee in every government school shall meet at least once every month to review school working, monitor grants, and track academic progress.

139. (C) Regional Director of Income Tax
Under the Delhi Right to Education Rules, School Management Committees comprise parent representatives, the Head of School, an elected teacher representative, and local ward representatives. External tax department officials, such as a Regional Director of Income Tax, are not designated ex-officio or structural members of an SMC.

140. (D) File a direct appeal to the State Commission for Protection of Child Rights (SCPCR) under Section 32(3)
Section 32 of the Right to Education Act outlines grievance redressal procedures. When a Local Authority fails to decide a complaint within three months, Section 32(3) explicitly entitles the aggrieved person to prefer a direct appeal to the State Commission for Protection of Child Rights or REPA.

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141. (B) Foundational Stage
The National Curriculum Framework for School Education 2023, aligned with NEP 2020, restructured school education into four distinct stages. The Foundational Stage covers children aged 3 to 8 years, encompassing three years of pre-school education followed by Class 1 and Class 2, building foundational literacy.

142. (B) 2026-27
The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) Mission was launched by the Ministry of Education. Its primary objective is to achieve universal Foundational Literacy and Numeracy for all children in Class 3 across India by the target academic year 2026-27.

143. (D) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
Under NEP 2020 and RTE assessment guidelines, PARAKH was set up as a national assessment center under NCERT. The acronym PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development, tasked with setting norm standards and assessment criteria across recognized educational boards.

144. (A) Formative Assessment
Formative Assessment is conducted continuously during the instructional process to monitor student learning. Its primary purpose is to provide ongoing, diagnostic feedback to both teachers and students, enabling pedagogical adjustments, addressing learning gaps immediately, and

by the designated Academic Authority to ensure smooth academic assimilation.

82. (C) Home-based education options as per choice, in addition to regular neighbourhood schools
Section 3(2) of the Right to Education Act, inserted via the 2012 amendment, expands rights for children with severe disabilities. It grants children with benchmark or severe disabilities the right to opt for home-based education as per choice, serving as an additional option alongside regular neighbourhood school admission.

83. (D) Reviewing safeguards provided under the RTE Act and recommending measures for effective implementation
Section 31 of the Right to Education Act mandates the National Commission for Protection of Child Rights to monitor statutory rights. Its core role includes reviewing safeguards provided under the Act, inquiring into complaints regarding rights violations, and recommending effective measures to governments for proper statutory implementation.

84. (B) Right to education is integrated into Article 21 and charging capitation fee violates Article 14 equal protection
In Mohini Jain v. State of Karnataka (1992), the Supreme Court declared that the right to education is an integral part of the right to life under Article 21. The Court held that charging capitation fees in educational institutions violates Article 14 by denying equal educational access based on wealth.

85. (D) I, II, and III
Section 23(2) allows the Central Government to relax minimum qualification standards where adequate teacher training facilities are lacking. This relaxation can be granted for up to five years, and appointed teachers must acquire minimum qualifications within that period, rendering all three listed statements completely correct under statutory rules.

86. (A) Relaxed by Appropriate Government through notification based on local terrain conditions
Under the Right to Education rules, standard neighbourhood distance norms (1 km for primary, 3 km for upper primary) can be relaxed. In hilly, difficult, or sparsely populated terrains, the Appropriate Government is empowered to relax distance limits through official notification to suit specific local geographic conditions.

87. (B) Any donation, contribution, or payment other than the official fee notified by the school
Section 2(b) of the Right to Education Act defines capitation fee. It explicitly means any donation, contribution, or financial payment collected by a school or person, other than the official fee notified by the institution, collected while admitting a student, which is strictly prohibited under Section 13(1).

88. (A) Hospital/ANM register record, Anganwadi record, or a formal written declaration by the parent or guardian
Section 14(1) specifies age determination methods for elementary admission. Where a birth certificate under the Registration of Births, Deaths and Marriages Act is unavailable, proof of age includes hospital or ANM records, Anganwadi records, or a formal written declaration of age submitted by the parent or guardian.

89. (D) A library providing books, storybooks, newspapers, magazines, and subject-related reference materials
The Schedule under the Right to Education Act prescribes minimum library facilities for elementary schools. Every recognized school must maintain a library facility that provides a well-rounded collection of age-appropriate books, storybooks, daily newspapers, children's magazines, and subject-related reference learning materials for students and teaching staff.

90. (A) I, II, and III only
Prohibition of holding back (original Section 16), prohibition of physical punishment (Section 17), and prohibition of non-educational deployment (Section 27) are actual statutory provisions under the RTE Act. Section 12 mandates 25% EWS reservation, not 50% SC/ST reservation, making statements I, II, and III correct.

91. (C) Head of the School / Principal
Under the Delhi Right to Education Rules, 2011, specific roles are defined for School Management Committee composition in government schools. The Head of the School or Principal serves as the ex-officio Member Secretary, handling administrative coordination, maintaining records, and convening regular committee meetings alongside elected parent members.

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the Appropriate Government or Local Authority as prescribed.

114. (A) Fine which may extend to ten times the capitation fee charged
Section 13(2)(a) of the Right to Education Act governs penalties for collecting capitation fees. Whether on a first, second, or subsequent occasion, charging a capitation fee is punishable with a fine which may extend to ten times the total capitation fee collected from student applicants.

115. (D) I, II, and III
Section 15 provides that children must be admitted at academic year start or within extended periods, and no child can be denied admission thereafter. Children admitted after extended periods complete studies through special training as determined by school heads, making statements I, II, and III correct.

116. (B) Class 5 and Class 8
Section 16(1) of the Right to Education Act, as amended by the 2019 Amendment Act, governs elementary examination structures. It explicitly mandates that regular written examinations shall be held at the end of Class 5 and Class 8 in every academic year across all recognized schools.

117. (C) No child shall be expelled from a school till the completion of elementary education
Section 16(3) of the Right to Education Act, preserved after the 2019 Amendment, maintains an absolute prohibition on student expulsion. It explicitly mandates that no child shall be expelled from a school until the full completion of elementary education, safeguarding child access regardless of examination outcomes.

118. (A) Mental harassment
Section 17(1) of the Right to Education Act protects students from mistreatment in educational institutions. The statutory provision explicitly states that no child shall be subjected to physical punishment or mental harassment, ensuring a safe, supportive, child-friendly, and dignified environment for all children completing elementary schooling.

119. (C) All-weather building consisting of at least one classroom for every teacher and an office-cum-store-cum-Head teacher's room
The Schedule attached to the Right to Education Act specifies structural building standards. An elementary school must possess an all-weather building consisting of at least one classroom for every teacher appointed and a barrier-free office-cum-store-cum-Head teacher's room for smooth administrative operations and instructional delivery.

120. (D) Yes, because local, State Legislature, and Parliamentary election duties are statutory exceptions under Section 27
Section 27 of the Right to Education Act restricts deploying teachers for non-educational duties, but specifically provides three statutory exceptions: decennial population census, disaster relief, and election duties for local authorities, State Assemblies, or Parliament. Therefore, deploying teachers for election verification duties complies fully with statutory provisions.

121. (B) Safe and adequate drinking water facility provided to all children
The Schedule attached to the Right to Education Act outlines mandatory physical infrastructure and health standards. It explicitly mandates that every recognized elementary school must provide a safe and adequate drinking water facility to all enrolled children within the school premises throughout operating hours.

122. (B) Unaided private schools not receiving any grant-in-aid
Section 21(1) of the Right to Education Act mandates the constitution of School Management Committees in government and government-aided elementary schools. However, private unaided schools not receiving any grant-in-aid from the government or local authority are explicitly exempted from the requirement to form an SMC under Section 21.

123. (C) At least 75 percent
Section 21(1) of the Right to Education Act governs the composition of School Management Committees in government and aided schools. The statute mandates that at least 75 percent of the total members of the committee shall be elected or chosen from among parents or legal guardians of enrolled students.

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It states that it shall be the duty of every citizen of India who is a parent or guardian to provide opportunities for education to his child or ward between six and fourteen years of age.

104. (C) Article 350A
Article 350A of the Constitution contains a special directive for linguistic minorities. It directs every State and local authority to endeavor to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups across regions.

105. (A) Both A and R are true and R is the correct explanation of A
The 42nd Constitutional Amendment Act, 1976 transferred education from the State List to Entry 25 of the Concurrent List. This structural amendment enabled shared legislative competence between Parliament and State Assemblies to ensure uniform national educational policy implementation, making Reason R the correct explanation of Assertion A.

106. (C) Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School
Section 2(p) of the Right to Education Act defines a specified category school. Under Section 2(n)(iii) and 2(p), specified category schools refer to specialized institutions having a distinct character, specifically including Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik Schools, and other schools declared as such by notification.

107. (B) Appropriate Government or the local authority
Section 2(n)(iv) of the Right to Education Act defines an unaided private school. The statute specifies that an unaided school is an educational institution that does not receive any kind of aid, grant, or financial assistance to meet its operational expenses from the Appropriate Government or local authority.

108. (A) Provision of free textbooks, writing materials, and uniforms where prescribed by Appropriate Government
Section 3(2) specifies that no child shall be liable for expenses preventing elementary completion. In practice, this statutory mandate requires government and aided schools to provide free textbooks, writing materials, uniforms, and essential learning items as prescribed by the Appropriate Government to eliminate indirect costs of education.

109. (C) Section 8
Section 8 of the Right to Education Act details the statutory duties of the Appropriate Government. Under Section 8(g), the Appropriate Government is specifically required to ensure good quality elementary education conforming to the norms and standards specified in the Schedule attached to the Act.

110. (D) I, II, III, and IV
Section 8 of the Right to Education Act assigns comprehensive duties to the Appropriate Government, including providing free education, ensuring neighbourhood school availability, preventing discrimination against weaker and disadvantaged sections, and providing necessary infrastructure, qualified teachers, and learning materials, making all four statements correct.

111. (D) Shared financial responsibility where Central Government prepares estimates and provides percentage grant-in-aid
Section 7 of the Right to Education Act establishes shared financial responsibility between Centre and States. The Central Government prepares capital and recurring expenditure estimates, provides a determined percentage as grant-in-aid of revenues to State Governments, and allocates funds in consultation with the Finance Commission.

112. (B) Proportion of its annual recurring aid received to its total annual recurring expenses, subject to a minimum of 25 percent
Section 12(1)(b) governs aided schools receiving grant-in-aid. Such schools must provide free elementary education to children in proportion to the annual recurring aid received relative to total recurring expenses, subject to a statutory minimum of at least 25 percent of class enrollment strength.

113. (B) Appropriate Government or Local Authority as prescribed
Section 12(3) of the Right to Education Act mandates record-keeping and statutory disclosures. Private unaided schools providing free education to EWS and disadvantaged children under Section 12(1)(c) are required to maintain separate records and submit reports to

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92. (C) 3 years
Section 25(1) of the Right to Education Act required the Appropriate Government and Local Authority to ensure that the prescribed Pupil-Teacher Ratio was established in every school within three years from the date of commencement of the Act, establishing balanced teacher distribution across elementary institutions.

93. (D) Fine up to Rs. 1,00,000 and continuing fine of Rs. 10,000 per day
Section 19(5) of the Right to Education Act prescribes statutory penalties for operating a school after withdrawal of recognition. If a school continues running after its recognition is withdrawn under Section 19(4), it is liable to a fine up to 1,00,000 rupees and a continuing fine of 10,000 rupees per day.

94. (A) Such as may be prescribed by the Appropriate Government
Section 23(3) of the Right to Education Act governs teacher service conditions. It lays down that the salary and allowances payable to, and the terms and conditions of service of, elementary school teachers shall be such as may be prescribed by the Appropriate Government through official statutory rules.

95. (A) Both A and R are true and R is the correct explanation of A
Section 12(1)(c) mandates free elementary education for admitted EWS/DG children, prohibiting private schools from charging them any fees. Reimbursement is provided by the State under Section 12(2), making Reason R the direct legal basis and explanation for Assertion A regarding free educational provision in private institutions.

96. (C) Central Government by notification
Section 20 of the Right to Education Act confers power to amend the Schedule containing norms and standards. The Central Government is empowered to amend the Schedule by adding to or omitting therefrom any norms and standards by issuing an official notification published in the Gazette of India.

97. (D) Rote-learning of facts to prepare for competitive entrance exams
Section 29(2) outlines curriculum formulation principles including constitutional values, child-friendly learning through activities, and making the child free of fear and trauma. Rote-learning of facts for competitive examinations directly contradicts these statutory child-centered pedagogical principles and is not an explicit principle under the Act.

98. (B) 220 days
The Schedule attached to the Right to Education Act sets operational standards for upper primary education (Classes VI to VIII). An upper primary school must function for a minimum threshold of 220 working days per academic year to satisfy statutory requirements for completing prescribed instructional curricula.

99. (C) 800 hours
The Schedule under the Right to Education Act mandates minimum annual instructional hours for primary classes covering grades I to V. Every primary school is required to provide at least 800 instructional hours per academic year spread across a minimum of 200 regular working days.

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100. (B) Rs. 25,000
Section 13(1) prohibits subjecting children or parents to screening procedures during admission. If a school violates this prohibition by conducting entry tests or parental interviews, Section 13(2)(b) mandates a statutory fine that may extend to 25,000 rupees for the first instance of contravention.

101. (B) Article 45
Article 45 under Directive Principles of State Policy originally directed the State to endeavor to provide free and compulsory education for all children until they completed fourteen years of age within ten years of constitutional commencement, laying the groundwork for subsequent fundamental right amendments.

102. (D) Article 51A(k)
The 86th Constitutional Amendment Act of 2002 amended Part IVA of the Constitution by adding clause (k) to Article 51A. This clause introduced a fundamental duty for every citizen of India who is a parent or guardian to provide educational opportunities to their child between six and fourteen years.

103. (B) Every citizen of India who is a parent or guardian
Article 51A(k) of the Constitution lays down a specific fundamental duty regarding education.

124. (D) School Management Committee (SMC)
Section 22(1) of the Right to Education Act assigns the duty of institutional development planning. It mandates that the School Management Committee constituted under Section 21 shall prepare the School Development Plan, which serves as the formal basis for development grants provided by appropriate governments or local authorities.

125. (A) Both A and R are true and R is the correct explanation of A
NCTE guidelines and Supreme Court rulings mandate a Diploma in Elementary Education as the core qualification for primary teachers (Classes I-V). B.Ed. holders are excluded from primary recruitment, making NCTE pedagogical norms in Reason R the direct legal justification and explanation for Assertion A.

126. (C) Supplement additional instruction, if required, accordingly
Section 24(1)(d) of the Right to Education Act specifies pedagogical duties of teachers. It statutorily requires a teacher to assess the learning ability of each individual child and accordingly supplement additional instruction, if required, to ensure every student achieves proper academic understanding and learning outcomes.

127. (C) Appropriate Government and Local Authority
Section 25(1) of the Right to Education Act assigns the responsibility of maintaining staff ratios. The Appropriate Government and Local Authority are statutorily responsible for ensuring that the prescribed Pupil-Teacher Ratio specified in the Schedule is properly maintained in every elementary school under their administrative control.

128. (B) Decennial population census, disaster relief duties, and election duties
Section 27 of the Right to Education Act strictly prohibits non-educational deployment of school teachers, with three explicit statutory exemptions: duties relating to the decennial population census, disaster relief operations, and elections to local authorities, State Assemblies, and Parliament during official notification periods across jurisdictions.

129. (B) Central Civil Services (Conduct) Rules, 1964
Section 28 of the Right to Education Act prohibits private tuition by teachers. For Delhi government school teachers, this statutory prohibition is enforced through Rule 15 of the Central Civil Services (Conduct) Rules, 1964, which prohibits engaging in private trade, employment, or private tuition, carrying severe disciplinary penalties.

130. (A) I, II, and III only
Section 29(2) outlines evaluation principles including child-friendly activity-based learning, Continuous and Comprehensive Evaluation, and freeing children from trauma and anxiety. Standardized terminal exams with compulsory pass cut-offs contradict CCE principles and are not mandated under Section 29(2), making statements I, II, and III correct.

131. (B) Certificate, in such form and in such manner, as may be prescribed
Section 30(2) of the Right to Education Act governs elementary completion documentation. It explicitly provides that every child who completes elementary education shall be awarded a formal certificate, issued in such form and in such manner as may be prescribed by the Appropriate Government or designated authority.

132. (B) Civil Court under the Code of Civil Procedure, 1908
Section 31(1)(c) of the Right to Education Act empowers child rights commissions during complaint inquiries. In discharge of their statutory functions, the NCPCR and SCPCR are granted all the powers of a Civil Court trying a civil suit under the Code of Civil Procedure, 1908.

133. (A) Council consisting of maximum 15 members appointed by State Govt from experts in elementary education
Section 34 of the Right to Education Act governs the State Advisory Council. The statute requires the State Government to constitute a Council consisting of a maximum of 15 members appointed from persons possessing distinguished knowledge and practical experience in elementary education and child development.

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administration without a legislature, the Central Government is explicitly designated as the statutory Appropriate Government for carrying out provisions.

72. (B) Government of the National Capital Territory of Delhi
Section 2(a)(ii) of the Right to Education Act specifies the Appropriate Government for territories with assemblies. In relation to a school established within a Union Territory having its own Legislative Assembly, such as Delhi, the Government of the National Capital Territory of Delhi functions as the Appropriate Government.

73. (B) 2 years
The National Advisory Council rules under Section 33 of the Right to Education Act specify tenure limits. Non-official members appointed to the National Advisory Council from fields of elementary education and child development hold office for a statutory tenure of two years from the date of their appointment.

74. (C) 3 years
Section 19(2) of the Right to Education Act provided a grace period for existing schools. Schools established before the commencement of the Act that did not fulfill the structural norms and standards listed in the Schedule were required to fulfill all prescribed norms within three years from commencement.

75. (A) Both A and R are true and R is the correct explanation of A
The RTE Schedule mandates a 1:30 Pupil-Teacher Ratio for primary schools, requiring 1 teacher for up to 30 pupils, 2 for 31-60, 3 for 61-90, and 4 for 91-120 pupils. Therefore, an enrollment of 110 pupils requires 4 teachers, making Reason R the direct explanation for Assertion A.

76. (C) Any other school or office, or deployed in a manner that creates zero-teacher or single-teacher schools
Section 25(2) of the Right to Education Act protects school staffing integrity. It mandates that no teacher posted in a school shall be deployed in any other school or office, or deployed in any manner that results in creating zero-teacher or single-teacher elementary schools across jurisdictions.

77. (C) Section 29
Section 29 of the Right to Education Act governs curriculum and evaluation procedures. Subsection 29(1) stipulates that the curriculum and evaluation procedure for elementary education shall be laid down by an Academic Authority specified by the Appropriate Government through an official notification published in the Gazette.

78. (C) All-round development of the child, building up child's knowledge, potentiality and talent
Section 29(2) of the Right to Education Act outlines principles for curriculum formulation. The Academic Authority must ensure that curriculum promotes all-round child development, builds knowledge, potentiality, and talent, fosters learning through child-friendly activities, and eliminates trauma and anxiety, rather than using competitive ranking or rote tests.

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79. (D) Continuous assessment of child's understanding and abilities across scholastic and co-scholastic domains
Section 29(2)(h) of the Right to Education Act incorporates Continuous and Comprehensive Evaluation. CCE emphasizes ongoing, non-threatening assessment of a child's understanding and abilities across both scholastic and co-scholastic domains throughout the learning process, replacing stressful single end-of-year examinations with formative feedback to support child development.

80. (C) Section 24 (Duties) and Section 28 (Prohibition of Private Tuition)
Unpunctuality, skipping assessments, and operating a fee-charging private home-coaching center violate Sections 24 and 28 of the Right to Education Act. Section 24 mandates punctuality, regular attendance, and student assessment, while Section 28 places an absolute statutory prohibition on teachers engaging in any private tuition activity.

81. (B) School teachers or qualified instructors using specially designed learning materials
Under Section 4 of the Right to Education Act, out-of-school children admitted to age-appropriate classes are provided special training. This training is conducted by regular school teachers or specially appointed qualified instructors using specially designed learning materials formulated

enhancing student learning outcomes prior to final summative evaluations.

145. (A) Both A and R are true and R is the correct explanation of A
Section 29 of the RTE Act mandates CCE to ensure stress-free continuous assessment. Formative evaluation serves as a core CCE component because it yields immediate diagnostic feedback to refine teaching methods, making Reason R the exact pedagogical explanation for Assertion A regarding evaluation practices.

146. (B) Reliability
In educational measurement, reliability refers to the consistency, stability, and repeatability of test results across different testing instances or equivalent test forms. A reliable test produces consistent scores under stable conditions, minimizing random measurement errors regardless of who administers or scores the assessment instrument.

147. (C) Content Validity
Content validity measures the extent to which test items representatively sample the specified domain of learning content and instructional objectives. Test developers establish content validity by constructing a detailed Table of Specifications (Blueprint) mapping test items directly against curriculum objectives and subject topics.

148. (A) The item is very easy as 95% of test-takers answered it correctly
In classical test theory, Difficulty Index (P) represents the proportion of test-takers who answer an item correctly. A P-value of 0.95 indicates that 95 percent of students selected the correct option, signifying that the item is very easy and lacks discrimination power across ability levels.

149. (C) 0.30 to 1.00
In item analysis, Discrimination Index (D) measures an item's ability to distinguish between high and low achievers. A D-value ranging between 0.30 and 1.00 indicates good to excellent discrimination power, confirming that high-performing students answered correctly more frequently than low-performing students.

150. (A) I, II, and IV only
The Holistic Progress Card introduced under NEP 2020 is a 360-degree, multi-dimensional report integrating self, peer, and teacher assessments across cognitive, affective, and psychomotor domains. It replaces single numerical percentages with descriptive, qualitative evaluation of child-centric progress, rendering statements I, II, and IV completely correct.

151. (D) Median
In educational statistics, the Median is the measure of central tendency defined as the 50th percentile score. It divides an ordered frequency distribution into two equal halves, ensuring that exactly 50 percent of scores fall above it and 50 percent fall below it, unaffected by extreme outlier scores.

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152. (C) Mean = Median = Mode
A Normal Probability Curve represents a perfectly symmetrical, bell-shaped distribution. In a perfectly normal distribution, the measures of central tendency—Mean, Median, and Mode—coincide at the exact center of the distribution, making them equal in numerical value (Mean = Median = Mode).

153. (B) 68.26%
In a Normal Probability Curve, score distribution follows fixed mathematical proportions based on standard deviation units. Exactly 68.26 percent of total cases fall within one standard deviation above and below the mean ($\pm 1\sigma$), while $\pm 2\sigma$ covers 95.44 percent and $\pm 3\sigma$ covers 99.73 percent of total cases.

154. (B) Standard Deviation
Standard Deviation is the most refined measure of statistical dispersion in educational measurement. It is defined mathematically as the square root of the arithmetic mean of the squared deviations taken from the mean score ($\sigma = \sqrt{\frac{\sum(X-\mu)^2}{N}}$), accounting for every score in a dataset.

155. (A) Both A and R are true and R is the correct explanation of A
Reliability reflects measurement consistency, whereas validity reflects measurement accuracy regarding intended constructs. A test can yield consistently incorrect measurements, making it reliable yet invalid. Thus, reliability is a necessary but insufficient condition for validity, making Reason R the precise explanation for Assertion A.

156. (B) Measuring student performance against a clearly defined, pre-determined standard or learning outcome
Criterion-Referenced Assessment evaluates student performance against clearly defined, absolute learning standards or instructional criteria, rather than comparing performance relative to peers. Under RTE and CCE guidelines, criterion-referenced evaluation determines whether an individual learner has successfully mastered specific required competencies and learning outcomes.

157. (C) Section 29(2)(a)
Section 29(2)(a) of the Right to Education Act specifies core principles for curriculum formulation by the Academic Authority. It explicitly mandates that the elementary curriculum shall build up a child's knowledge, potentiality, and talent to the fullest extent, promoting all-round cognitive, physical, and affective growth.

158. (B) Within 3 years from commencement of the Act
Section 6 of the Right to Education Act required the Appropriate Government and Local Authority to establish neighbourhood schools in areas lacking facilities. The statutory timeline prescribed that such schools must be established within a period of three years from the date of commencement of the Act.

159. (D) It shall not be entitled to reimbursement to the extent of its statutory obligation under land grant conditions
Section 12(2) of the Right to Education Act regulates reimbursement for private schools. If an unaided private school received free land or concession from the government subject to providing free education to EWS students, it is not entitled to reimbursement to the extent of that statutory land obligation.

160. (B) Non-compliant because for enrollment >150, 5 teachers plus a full-time Head Teacher are mandated by the Schedule
The Schedule of the Right to Education Act mandates staffing levels based on student enrollment. When enrollment in a primary school exceeds 150 students, the school must appoint five regular teachers and a dedicated full-time Head Teacher. Operating with only four teachers violates these statutory Schedule norms.

161. (A) State Government / Appropriate Government
Section 34(1) of the Right to Education Act governs advisory structures at the state level. It mandates that the State Government or Appropriate Government shall constitute a State Advisory Council to advise on the effective implementation of statutory provisions across elementary educational institutions within the state.

162. (C) Operationalizing financial requirements for making education a fundamental right
The Tapas Majumdar Committee was appointed in 1999 by the Ministry of Human Resource Development. Its primary objective was to estimate and operationalize the financial resources required to convert elementary education into a fundamental right, recommending a ten-year financial strategy of 1,37,000 crore rupees.

163. (C) Article 30(1)
In Pramati Educational and Cultural Trust v. Union of India (2014), the Supreme Court examined Article 30(1), which guarantees minority groups the right to establish and administer educational institutions. The Court held that enforcing RTE mandates on minority schools infringes upon their constitutional autonomy under Article 30(1).

164. (B) Schedule
Section 8(g) of the Right to Education Act outlines the duty of the Appropriate Government to ensure educational quality. It explicitly specifies that the government must ensure good quality elementary education conforming to the standards and norms laid down in the Schedule attached to the Act.

165. (A) Both A and R are true and R is the correct explanation of A
In psychometrics, validity requires measurement accuracy, which is impossible if measurement error is complete. Zero reliability implies complete measurement inconsistency, making validity impossible. Thus, reliability is a necessary precondition for validity, making Reason R the exact theoretical explanation for Assertion A regarding basic test properties.

166. (C) Disciplinary action under the service rules applicable to him
Section 24(2) of the Right to Education Act specifies legal consequences for teacher default.

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If a teacher fails to perform statutory duties listed under Section 24(1), such teacher shall be liable to disciplinary action under the service rules applicable to their employment in that educational institution.

167. (B) Senior Secondary (or equivalent) with at least 50% marks and 2-year Diploma in Elementary Education (D.El.Ed.)
The National Council for Teacher Education lays down minimum qualifications under Section 23(1) for teaching primary classes (I-V). Candidates must possess Senior Secondary certificates with at least 50 percent marks alongside a two-year Diploma in Elementary Education (D.El.Ed.) to ensure appropriate professional pedagogical competence.

168. (C) 6 to 14 years
Section 2(c) of the Right to Education Act defines a child for elementary educational rights. Under this statutory definition, a child refers to a male or female child who has attained six years of age and has not completed fourteen years of age during the academic period.

169. (B) Minimum period of 3 months extending up to 2 years
Section 4 of the Right to Education Act provides special training for out-of-school children admitted to age-appropriate classes. The statutory rules mandate that special training shall be conducted for a minimum period of three months, which may be extended up to two years based on learning needs.

170. (D) I, II, III, and IV
Section 13 prohibits capitation fees and screening procedures; original Section 16 prohibits detention and expulsion; Section 17 prohibits physical punishment and mental harassment; and Section 28 prohibits private tuition by teachers. All four statutory section mappings listed in the pair statements are completely accurate.

171. (B) 3 year plan comprising three annual sub-plans
Under Section 22 of the RTE Act and Delhi RTE Rules, the School Management Committee prepares a School Development Plan. The rules specify that the plan shall be prepared for a three-year duration, comprising three annual sub-plans to estimate physical infrastructure, staff, and financial grant requirements.

172. (B) Class I to Class VIII
Section 2(f) of the Right to Education Act defines elementary education. Under this statutory definition, elementary education means the education imparted from Class I up to Class VIII in recognized educational institutions, covering both primary and upper primary stages for children aged six to fourteen years.

173. (B) Section 7
Section 7 of the Right to Education Act establishes financial arrangements for implementing the statute. It lays down that the Central Government and State Governments shall have concurrent responsibility for providing funds for carrying out various statutory provisions, infrastructural developments, and operational expenses under the parent Act.

174. (A) 3 subject teachers and 1 full-time Head Teacher
The Schedule under the Right to Education Act specifies staffing for upper primary schools (Classes VI-VIII). Where enrollment exceeds 100 students, the school must provide at least three subject teachers (Science/Maths, Social Studies, Languages) along with a dedicated full-time Head Teacher for administrative and academic leadership.

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175. (A) Both A and R are true and R is the correct explanation of A
Section 27 explicitly permits deploying teachers for decennial population census, disaster relief, and election duties. Because statutory exceptions cover election duties, teachers cannot be penalized under Section 24 for attending mandatory electoral duties, making Reason R the direct statutory justification and explanation for Assertion A.

176. (B) Boundary wall or fencing around school building
The Schedule attached to the Right to Education Act outlines mandatory physical infrastructure standards for elementary schools. Every recognized school must possess a secure boundary wall or physical fencing around its building to guarantee student security, protect school property, and prevent unauthorized intrusion into the educational campus.

177. (B) Any person having any grievance relating to the rights of a child under the Act
Section 32(1) of the Right to Education Act provides a broad locus standi for filing grievances. It explicitly states that any person having any grievance relating to the rights of a child under the Act may submit a written complaint directly to the Local Authority concerned.

178. (D) Advise the Central Government on implementation of the provisions of the Act in an effective manner
Section 33(2) of the Right to Education Act defines the core function of the National Advisory Council. The Council's statutory mandate is to advise the Central Government on the effective implementation of provisions of the Act, national policy coordination, and systemic educational reforms across states.

179. (A) Must be laid before each House of Parliament for a total period of 30 days
Section 38(3) of the Right to Education Act governs parliamentary oversight of rules. Every rule made by the Central Government under Section 38 must be laid before each House of Parliament while in session for a total period of thirty days for legislative scrutiny and potential modification.

180. (C) Section 13(1) (Capitation Fee); Fine extending up to 10 times the amount charged under Section 13(2)(a)
Charging a Voluntary Building Infrastructure Donation during student admission violates Section 13(1) of the Right to Education Act, which strictly prohibits collecting capitation fees under any guise. Section 13(2)(a) prescribes a statutory fine extending up to ten times the total amount charged for collecting unauthorized capitation fees.

181. (A) Municipal Corporation, Municipal Council, Zilla Parishad, Nagar Panchayat, or Panchayat
Section 2(h) of the Right to Education Act defines a local authority. It includes a Municipal Corporation, Municipal Council, Zilla Parishad, Nagar Panchayat, or Panchayat, or any other local body having administrative control over civic services and elementary education within its designated geographic jurisdiction.

182. (C) Section 6
Section 6 of the Right to Education Act lays down the spatial duty of authorities. It mandates that the Appropriate Government and Local Authority shall establish a neighbourhood school within such area or limits of neighbourhood as prescribed by statutory rules, ensuring physical educational access for all children.

183. (C) No child shall be denied admission in a school for lack of age proof
Section 14(2) of the Right to Education Act contains an absolute prohibition regarding age proof documentation. It explicitly provides that no child shall be denied admission to an elementary school merely due to the lack of a formal birth certificate or prescribed age proof document.

184. (B) Adequate playground facilities within premises or accessible nearby space
The Schedule attached to the Right to Education Act specifies sports infrastructure standards. Every elementary school must provide adequate playground facilities, which may be situated within the school premises or made available in an accessible nearby public space secured for student physical education and play activities.

185. (A) Both A and R are true and R is the correct explanation of A
Standard Deviation is the most reliable measure of statistical dispersion because it incorporates every individual score and uses squared deviations from the mean. This mathematical comprehensiveness eliminates sample fluctuation sensitivity, making Reason R the direct statistical justification and explanation for Assertion A regarding measure stability.

186. (B) A two-way grid that maps learning objectives against content topics to ensure balanced test item coverage
A Table of Specifications (Blueprint) is a foundational test construction tool. It consists of a two-way grid that systematically maps cognitive learning objectives against content topics, ensuring that test items achieve balanced curriculum representation, appropriate difficulty distribution, and high content validity across prescribed syllabus domains.

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187. (C) Section 30(1)
Section 30(1) of the Right to Education Act prohibits high-stakes external testing during elementary schooling. It explicitly mandates that no child shall be required to pass any formal Board examination until the full completion of elementary education, supporting stress-free Continuous and Comprehensive Evaluation mechanisms across schools.

188. (B) Commissions for Protection of Child Rights (CPCR) Act, 2005
Section 31(2) of the Right to Education Act governs inquiry procedures of child rights commissions. It mandates that in discharging functions and inquiring into complaints regarding child rights under the Act, the Commission shall exercise powers in accordance with the Commissions for Protection of Child Rights Act, 2005.

189. (B) Proportionate to the population of such groups in the school enrollment
Under the Delhi Right to Education Rules, parent representation on School Management Committees is structured equitably. The rules require that parent members belonging to Scheduled Castes, Scheduled Tribes, and weaker sections shall be included in proportion to their population representation within the overall student enrollment of that school.

190. (A) I, II, and III only
The 86th Constitutional Amendment Act, 2002 inserted Article 21A, substituted Article 45, and added Article 51A(k). It guaranteed free and compulsory education for ages six to fourteen years, not up to eighteen years, rendering statements I, II, and III correct while statement IV remains incorrect.

191. (C) All children admitted therein
Section 12(1)(a) of the Right to Education Act specifies admission obligations for government-owned or local authority schools. It explicitly mandates that any school established, owned, or controlled by the Appropriate Government or local authority shall provide free and compulsory elementary education to all children admitted therein.

192. (B) Such proportion of children admitted as its annual recurring aid bears to its total recurring expenses, subject to a minimum of 25 percent
Section 12(1)(b) of the Right to Education Act governs government-aided elementary schools. An aided school must provide free and compulsory education to such proportion of children admitted as its annual recurring aid received bears to its total annual recurring expenses, subject to a statutory minimum of 25 percent.

193. (B) Section 19 and the Schedule
Section 18(1) mandates that no school shall function without a Certificate of Recognition. Section 19(1) specifies that recognition is granted or maintained only if the school satisfies the prescribed physical infrastructure, staff, and instructional norms detailed under Section 19 and the Schedule attached to the Act.

194. (D) Withdraw the recognition by order in writing
Section 19(4) of the Right to Education Act specifies administrative actions for non-compliance. If a recognized school ceases to fulfill the statutory norms and standards specified in the Schedule, the prescribed authority may withdraw the school's recognition by issuing an official order in writing after giving due notice.

195. (A) Both A and R are true and R is the correct explanation of A
Objective test items eliminate scorer bias because each question possesses a single predetermined correct answer key. Consequently, different evaluators assign identical scores to a response, eliminating subjectivity. Thus, predefined scoring keys in Reason R directly explain why objective items achieve high grading reliability in Assertion A.

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196. (C) Section 5
Section 5 of the Right to Education Act guarantees a child's right to transfer to another school. It provides that where a school lacks facility for completing elementary education, or where a child is required to move, the child has a statutory right to seek transfer to any other school.

197. (D) Transfer Certificate
Section 5(2) of the Right to Education Act governs school transfer procedures. It explicitly mandates that where a child is required to move

240. (C) Section 17; Disciplinary action under applicable service rules initiated against the principal for harassment
Verbally humiliating and physically slapping a student directly violates Section 17(1) of the Right to Education Act, which strictly prohibits physical punishment and mental harassment. Under Section 17(2), such violations require initiating departmental disciplinary action against the offending administrator under applicable service rules.

241. (A) Class I or pre-school education (nursery/ KG) where imparted
Section 12(1)(c) of the Right to Education Act mandates 25 percent reservation for EWS and disadvantaged groups in unaided private schools. This reservation applies at Class I entry level, or at the pre-school entry level (nursery or kindergarten) where the school provides pre-school education prior to Class I.

242. (B) Fine which may extend to Rs. 50,000 for each subsequent contravention
Section 13(2)(b) of the Right to Education Act prescribes penalties for subjecting children or parents to screening procedures during admission. While the first contravention carries a fine up to 25,000 rupees, each subsequent contravention is punishable with a fine extending up to 50,000 rupees.

243. (D) Additional instruction and re-examination within a period of 2 months
Section 16(2) of the Right to Education Act, as amended in 2019, addresses student re-examinations. If a child fails the regular examination in Class 5 or Class 8, the school must provide additional instruction and afford the student an opportunity for re-examination within two months of result declaration.

244. (D) Representatives of commercial textbook publishing companies
Section 21(1) of the Right to Education Act outlines the required composition of School Management Committees. Committees must include parents of students, local authority elected representatives, and school teachers. Representatives of commercial textbook publishing companies are not a required statutory category on School Management Committees.

245. (A) Both A and R are true and R is the correct explanation of A
Percentile rank specifies the percentage of scores falling at or below a given raw score in a reference distribution. A score at the 85th percentile exceeds or equals 85 percent of test-takers, making Reason R the exact mathematical definition and explanation for Assertion A regarding percentile scores.

246. (C) 45 hours
The Schedule under the Right to Education Act specifies weekly workload requirements for elementary teachers. A teacher is statutorily required to complete a minimum of 45 working hours per week, which explicitly includes both direct classroom teaching hours and mandatory lesson preparation hours during each academic week.

247. (B) 10%
Section 26 of the Right to Education Act regulates teaching staff recruitment and vacancies in government-owned or supported schools. It mandates that total vacancies of teachers in any school shall not exceed 10 percent of the total sanctioned teaching strength, ensuring adequate instructional coverage across elementary classrooms.

248. (D) Every teacher in elementary schools covered under the Act
Section 28 of the Right to Education Act places an absolute statutory prohibition on private tutoring. The restriction barring teachers from engaging in private tuition or private teaching activity applies universally to every teacher employed across all elementary schools covered under statutory provisions of the Act.

249. (D) State Government / Appropriate Government by notification
Section 29(1) of the Right to Education Act specifies the authority for designating curriculum bodies. In States, the State Government or Appropriate Government is empowered to notify the designated Academic Authority responsible for laying down curriculum frameworks and evaluation procedures for elementary education across schools.

250. (A) I and II only
In Society for Unaided Private Schools of Rajasthan v. Union of India (2012), the Supreme

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Art Education, Health & Physical Education, and Work Education programs.

208. (C) Section 31
Section 31 of the Right to Education Act provisions the monitoring mechanism for child rights. It designates the State Commission for Protection of Child Rights or the Right to Education Protection Authority to monitor statutory safeguards, examine rights violations, and inquire into complaints submitted by citizens.

209. (C) Per-child expenditure incurred by GNCTD in government schools, or actual fee charged by private school, whichever is lower
Under Section 12(2) and Delhi RTE Rules, reimbursement to unaided private schools admitting EWS children is capped systematically. The reimbursement equals the per-child expenditure incurred by GNCTD in its own government schools or the actual tuition fee charged by the private school, whichever amount is lower.

210. (A) I, II, and IV only
The 2019 Amendment substituted Section 16, allowing regular Class 5 and 8 exams and requiring re-examinations within two months for failing students. The amendment did not abolish the Right to Education for failing students, rendering statements I, II, and IV correct while statement III remains incorrect.

211. (C) Society for Unaided Private Schools of Rajasthan v. Union of India (2012)
In Society for Unaided Private Schools of Rajasthan v. Union of India (2012), the Supreme Court upheld the constitutional validity of the RTE Act. The Court affirmed that Article 21A applies universally across government, aided, and private unaided non-minority educational institutions delivering elementary education.

212. (C) 220 days
The Schedule attached to the Right to Education Act specifies minimum working calendar requirements. An upper primary school covering classes VI to VIII must operate for at least 220 working days per academic year to satisfy statutory instructional time requirements prescribed for elementary schooling.

213. (C) 800 hours
The Schedule under the Right to Education Act sets annual instructional targets for primary education. Primary schools covering classes I to V are statutorily required to complete at least 800 instructional hours per academic year spread across a minimum threshold of 200 regular working days.

214. (D) Physical accessibility for Children with Special Needs (CwSN) including ramps and accessible toilets
The Schedule under the Right to Education Act mandates barrier-free access in all school buildings. This requirement ensures full physical accessibility for Children with Special Needs (CwSN), obligating schools to build appropriate ramps, wide doorways, accessible handrails, and customized toilet facilities suited for disabled students.

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215. (A) Both A and R are true and R is the correct explanation of A
Sections 14 and 15 of the Right to Education Act prohibit denying school admission due to lack of age proof or procedural documentation. Because procedural delays cannot prevent school entry, schools cannot refuse admission for lacking an Aadhaar card, making Reason R the direct statutory justification for Assertion A.

216. (B) Section 2(b)
Section 2(b) of the Right to Education Act contains the statutory definition of capitation fee. It defines capitation fee as any donation, contribution, or payment collected by a school or person, other than the official fee notified by the institution, during student admission processes across educational institutions.

217. (C) Appropriate Government by notification
Section 2(e) of the Right to Education Act governs the identification of weaker sections. The statutory income limit for determining whether a child belongs to a weaker section is specified directly by the Appropriate Government through an official notification published in the relevant Government Gazette.

218. (D) Official Gazette
Section 2(k) of the Right to Education Act defines a notification. Under this statutory provision, a notification means an official notification published in the Official Gazette of the Central

Government or the State Government concerned to give statutory effect to administrative rules, orders, and declarations.

219. (C) 50 percent
Section 21(1) of the Right to Education Act mandates gender representation on School Management Committees. The statutory provision explicitly requires that at least 50 percent of the total members of every committee shall be women, promoting gender equality in school governance and decision-making.

220. (C) Section 23(3)
Section 23(3) of the Right to Education Act governs teacher compensation and service terms. Paying contractual teachers a consolidated salary below the minimum pay scale prescribed by the Appropriate Government violates Section 23(3), which mandates statutorily prescribed pay scales and service terms for all elementary teachers.

221. (C) Disciplinary action under applicable service rules under Section 24(2)
Section 24(1)(a) requires teachers to maintain regularity and punctuality. When a teacher defaults in performing this statutory duty, Section 24(2) dictates that the teacher shall be subject to departmental disciplinary proceedings initiated under the applicable service rules governing their employment in that educational institution.

222. (D) Zero-teacher or single-teacher schools
Section 25(2) of the Right to Education Act protects school staffing integrity during deployments. It strictly forbids posting or deploying teachers in a manner that creates zero-teacher or single-teacher elementary schools, ensuring that every school retains adequate staff to maintain prescribed Pupil-Teacher Ratios.

223. (A) Fine up to Rs. 1,00,000, and Rs. 10,000 for each day during which contravention continues
Section 18(5) of the Right to Education Act prescribes penalties for operating an unrecognized school. Running a school without obtaining a Certificate of Recognition under Section 18(1) carries a fine up to 1,00,000 rupees, plus a continuing fine of 10,000 rupees per day during ongoing contravention.

224. (D) Child's mother tongue
Section 29(2)(f) of the Right to Education Act guides medium of instruction policy. It mandates that while formulating elementary school curriculum, the Academic Authority shall ensure that the medium of instruction shall, as far as practicable, be in the child's mother tongue to enhance conceptual learning.

225. (A) Both A and R are true and R is the correct explanation of A
A Normal Probability Curve is bell-shaped and perfectly symmetrical around its central mean axis. Because equal 50 percent areas lie on either side of the center with zero skewness, Reason R provides the exact mathematical rationale and explanation for Assertion A regarding symmetrical curve structure.

226. (B) Practical factors like ease of administration, scoring, cost, time required, and clarity of directions
In educational measurement, Usability (Practicability) refers to the practical feasibility of administering and using a test. It encompasses operational factors including ease of test administration, clarity of directions, scoring simplicity, time economy, financial cost efficiency, and practical utility for classroom teachers during educational evaluations.

227. (C) 5 teachers
The Schedule under the Right to Education Act specifies primary Pupil-Teacher Ratios (1:30 basis). For student enrollments between 121 and 150 pupils, the school is statutorily required to appoint five regular teachers. Thus, an enrollment of 135 children mandates a minimum of five teachers.

228. (B) 6 teachers plus 1 full-time Head Teacher
The Schedule under the RTE Act specifies staffing for primary enrollments exceeding 200 students. When enrollment exceeds 200, the PTR cannot exceed 1:40 (excluding Head Teacher). For 210 students, dividing by 40 yields six teachers, alongside a mandatory full-time Head Teacher, requiring six teachers plus one Head Teacher.

229. (D) Neighbourhood school
Section 10 of the Right to Education Act defines parental obligations regarding elementary education. The provision explicitly establishes that it is the legal duty of every parent or guardian to admit or cause to be admitted their child or ward to a neighbourhood school for pursuing elementary education.

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230. (D) I, II, and III
The 2012 RTE Amendment included disabled children under disadvantaged groups, added home-based education options under Section 3(2), and clarified minority exemptions for institutions primarily imparting religious instruction. Consequently, statements I, II, and III are all completely accurate under statutory provisions of the Amendment Act.

231. (B) Officer authorized by the Appropriate Government by order
Section 36 of the Right to Education Act restricts judicial prosecution for specified statutory offenses. It mandates that no court shall take cognizance of offenses under Section 13(2), 18(5), or 19(5) except upon a complaint made with prior sanction of an officer authorized by the Appropriate Government.

232. (A) No suit or legal proceeding shall lie against Central Govt, State Govt, Local Authority, or SMC for anything done in good faith
Section 37 of the Right to Education Act provides statutory immunity for administrative actions. It explicitly states that no suit, prosecution, or legal proceeding shall lie against the Central Government, State Government, Local Authority, or School Management Committee for anything done or intended in good faith under the Act.

233. (C) Appropriate Government
Section 38(1) of the Right to Education Act grants statutory rule-making power. It specifies that the Appropriate Government may, by official notification published in the Gazette, make rules for carrying out various statutory provisions, operational guidelines, and administrative procedures established under the parent Act.

234. (A) Delhi Cantonment Board / Municipal Corporation of Delhi (MCD) / New Delhi Municipal Council (NDMC)
Under the Delhi Right to Education Rules, 2011, local urban civic bodies act as designated Local Authorities. For urban municipal areas within Delhi, the Municipal Corporation of Delhi, New Delhi Municipal Council, and Delhi Cantonment Board function as Local Authorities within their respective territorial jurisdictions.

235. (A) Both A and R are true and R is the correct explanation of A
Item Discrimination Index (D) measures an item's capacity to differentiate high from low achievers. A negative discrimination index signifies that low-performing students answered correctly more frequently than high-performing students, proving the item is flawed. Thus, Reason R explains the analytical function of discrimination indices described in Assertion A.

236. (B) Academic Authority specified under Section 29(1)
Section 4 of the Right to Education Act mandates special training for out-of-school children admitted to age-appropriate classes. The statute specifies that learning materials used during such special training programs must be designed and formulated by the designated Academic Authority specified under Section 29(1) of the Act.

237. (C) 6 years
Section 3(1) of the Right to Education Act establishes the entry age for fundamental educational rights. The provision mandates that every child who has attained six years of age shall have the right to free and compulsory elementary education in a neighbourhood school until completing elementary studies.

238. (D) Finance Commission
Section 7(3) of the Right to Education Act details financial transfers to states. It mandates that the Central Government shall provide grant-in-aid of revenues to State Governments, determining the appropriate percentage allocation in consultation with the Finance Commission established under Article 280 of the Constitution.

239. (D) Statutory obligation on Local Authority and Appropriate Government to provide free education and ensure completion
Under Section 9(a) of the Right to Education Act, compulsory education casts a binding obligation on administrative authorities. The term compulsory signifies a statutory mandate on the Appropriate Government and Local Authority to provide free education, ensure admission and attendance, and guarantee completion of elementary education.

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261. (C) Any test, interview, or consideration other than random selection method
Section 2(o) of the Right to Education Act defines screening procedure. It means any method of selection for admitting a child based on tests, interviews, or considerations other than random selection methods, which is strictly prohibited during elementary admissions under Section 13(1) of the parent Act.

262. (C) Section 30(1)
Section 30(1) of the Right to Education Act governs elementary examination rules. It explicitly mandates that no child shall be required to pass any formal Board examination until the full completion of elementary education, promoting continuous internal assessment and eliminating exam-related stress for young learners nationwide.

263. (B) Directorate of Education, GNCTD / Appropriate Government
Section 30(2) of the Right to Education Act mandates awarding completion certificates to students completing elementary education. In Delhi, the Directorate of Education, GNCTD, acting as the Appropriate Government, prescribes the exact format, design, and administrative procedure for issuing elementary completion certificates to eligible students.

264. (C) Local Authority or specified officer
Section 31(3) of the Right to Education Act governs complaint referrals by child rights commissions. Where the NCPCR or SCPCR desires that an inquiry be conducted regarding a child rights complaint, it may refer the matter directly to the Local Authority concerned or a specified authorized officer.

265. (A) Both A and R are true and R is the correct explanation of A
A positively skewed distribution has an elongated tail toward higher scores, pulling the arithmetic mean rightward beyond the median and mode (Mean > Median > Mode). Extreme high scores in Reason R directly explain the statistical ordering described in Assertion A regarding positively skewed distributions.

266. (B) Specified period
Section 24(1)(c) of the Right to Education Act outlines statutory instructional duties of teachers. It explicitly mandates that every school teacher shall complete the entire prescribed learning curriculum within the specified period, ensuring systematic coverage of educational syllabi without unnecessary delays during the academic year.

267. (C) Attendance and progress of learning of the child
Section 24(1)(e) of the Right to Education Act specifies communication duties of teachers. It statutorily requires teachers to hold regular interaction meetings with parents and legal guardians to apprise them regarding student attendance regularity, learning progress, and overall academic performance in school activities.

268. (B) Section 23(3)
Section 23(3) of the Right to Education Act governs teacher compensation and service conditions. It lays down that salary and allowances payable to, and terms and conditions of service of, elementary school teachers shall be such as may be prescribed by the Appropriate Government through statutory rules.

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269. (B) 10 percent
Section 26 of the Right to Education Act regulates staff vacancies in government elementary schools. The provision mandates that total teaching vacancies in any school established, owned, or financed by the government shall not exceed 10 percent of total sanctioned teaching strength, maintaining adequate instructional coverage across classrooms.

270. (A) I, II, and III only
Teacher Eligibility Test is mandated by NCTE as a minimum eligibility requirement alongside professional degrees, conducted by CBSE or State Boards. Existing teachers received relaxation windows, but TET does not replace professional teaching degrees, making statements I, II, and III correct while statement IV remains incorrect.

271. (C) Statutory body established under the CPCR Act, 2005
The National Commission for Protection of Child Rights is a statutory body created by an Act of Parliament. It was established under Section 3 of the Commissions for Protection of Child Rights (CPCR) Act, 2005, tasked with safeguarding child rights and monitoring RTE implementation across all states.

Court upheld Section 12(1)(c) for non-minority private unaided schools. The Court subsequently exempted minority schools, making statements I and II correct, whereas statement III is incorrect under subsequent constitutional rulings.

251. (C) Article 46
Article 46 under Directive Principles of State Policy directs the State to promote with special care the educational and economic interests of weaker sections of the people, particularly Scheduled Castes and Scheduled Tribes, protecting them from social injustice and all forms of exploitation across the nation.

252. (B) Operation Blackboard
Operation Blackboard was launched in 1987 following NPE 1986 recommendations. Its primary objective was to improve physical infrastructure, essential teaching learning equipment, primary school classrooms, and teacher provision in all primary schools across the country to enhance elementary educational standards significantly.

253. (C) SSA, RMSA, and Teacher Education (TE)
Samagra Shiksha is an overarching scheme for school education spanning pre-school to Class 12. Launched in 2018, it subsumed three former centrally sponsored schemes: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE), unifying school education administration across all states.

254. (A) 5+3+3+4
National Education Policy 2020 restructured Indian school education, replacing the traditional 10+2 structure with a 5+3+3+4 design. This structure comprises 5 years Foundational Stage (ages 3-8), 3 years Preparatory Stage (ages 8-11), 3 years Middle Stage (ages 11-14), and 4 years Secondary Stage (ages 14-18).

255. (A) Both A and R are true and R is the correct explanation of A
Section 12(1)(c) of the RTE Act prohibits segregating or discriminating against EWS/DG students in academic or co-curricular activities. Inclusion and social integration are primary objectives of the Act, making Reason R the direct statutory justification and explanation for Assertion A regarding classroom integration.

256. (B) Library providing books, including storybooks, newspapers, magazines, and subject reference books
The Schedule under the Right to Education Act outlines mandatory library facilities for elementary schools. Every recognized school must maintain a functional library providing a varied collection of age-appropriate reading materials, including storybooks, daily newspapers, children's magazines, and subject-related reference books for enrolled students.

257. (C) Reasonable opportunity of being heard to the parties concerned
Section 32(2) of the Right to Education Act governs grievance processing by local authorities. The statutory provision explicitly mandates that after receiving a written complaint regarding child rights violations, the Local Authority shall decide the matter after affording a reasonable opportunity of being heard to all concerned parties.

258. (B) 2 years
Under Section 34 of the Right to Education Act, members of the State Advisory Council are appointed by the State Government from elementary education experts. The statutory rules mandate that non-official members of the State Advisory Council hold office for a tenure of two years from their appointment date.

259. (C) Rs. 1,00,000
Section 18(5) of the Right to Education Act prescribes statutory fines for establishing or operating an unrecognized elementary school. Running a school without obtaining a formal Certificate of Recognition under Section 18(1) is punishable with an initial fine that may extend up to 1,00,000 rupees.

260. (D) No, charging any capitation fee or mandatory processing payment for admission is illegal under Section 13(1) and punishable
Section 13(1) of the Right to Education Act prohibits collecting any capitation fee, donation, or non-notified payment during admission. Charging a mandatory "non-refundable registration processing fee" violates Section 13(1), making the action illegal and punishable with fines extending up to ten times the fee charged under Section 13(2)(a).

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from one school to another, the Head-teacher or in-charge of the school shall immediately issue a formal Transfer Certificate to enable uninterrupted schooling.

198. (D) Not be a ground for delaying or denying admission in the other school
Section 5(3) of the Right to Education Act protects children from administrative delays during transfers. It explicitly provides that delay in producing a Transfer Certificate shall not be a ground for delaying or denying admission in the receiving school, ensuring immediate provisional enrollment for the student.

199. (D) Liable for disciplinary action under the service rules applicable to him
Section 5(3) of the Right to Education Act enforces accountability regarding transfer certificates. A Head-teacher or school in-charge who delays issuing a Transfer Certificate to a transferring student is explicitly declared liable to disciplinary action under the statutory service rules applicable to them in employment.

200. (B) No, because Section 4 mandates age-appropriate placement in Class 5 with special training, making demotion to Class 2 unlawful
Section 4 mandates that out-of-school children must be admitted to age-appropriate classes corresponding to their chronological age. The statute explicitly requires schools to provide special training to bridge academic gaps, making administrative demotion to lower classes unlawful, regardless of a student's initial foundational skill levels.

201. (A) Any parent, guardian, teacher, or local authority representative
Section 2(m) of the Right to Education Act defines a person having interest in school education. It includes any parent, legal guardian, teacher, local authority representative, or community member actively involved with supporting school functioning, child welfare, and elementary educational administration in the local area.

202. (C) Section 35(2)
Section 35(2) of the Right to Education Act details direction powers of state authorities. It empowers the Appropriate Government to issue binding administrative directions to local authorities or School Management Committees within its jurisdiction for proper implementation and operational enforcement of statutory provisions under the Act.

203. (C) School Management Committees within its jurisdiction
Section 35(3) of the Right to Education Act confers administrative power on local authorities. A Local Authority may issue binding administrative directions to School Management Committees functioning within its territorial jurisdiction to ensure effective local implementation and operational alignment with statutory educational provisions.

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204. (C) Advisory Body to advise the Central Government
Section 33 of the Right to Education Act specifies the statutory nature of the National Advisory Council. The Council functions as an advisory body whose primary mandate is to provide expert advice and recommendations to the Central Government on implementing statutory provisions and policy frameworks effectively nationwide.

205. (A) Both A and R are true and R is the correct explanation of A
Section 29 mandates CCE to eliminate examination anxiety. Continuous assessment integrates ongoing formative feedback across scholastic and co-scholastic domains throughout the academic year. Continuous feedback removes single-exam fear, making Reason R the direct pedagogical explanation for Assertion A regarding evaluation reforms in elementary education.

206. (A) 3 subject teachers and 1 full-time Head Teacher
The Schedule under the Right to Education Act lays down staffing norms for upper primary schools (Classes VI-VIII). Where student enrollment exceeds 100 children, the school is statutorily required to provide at least three regular subject teachers alongside a dedicated full-time Head Teacher for institutional leadership.

207. (C) Above 100 students
The Schedule attached to the Right to Education Act specifies specialized instructor norms for upper primary schools. When student enrollment in classes VI to VIII exceeds 100 children, the school must provide part-time instructors for

272. (D) State Commission for Protection of Child Rights (SCPCR) or REPA
Section 32(3) of the Right to Education Act provides an appellate remedy for grievance redressal. Any person aggrieved by a decision or non-decision of the Local Authority under Section 32 may prefer an appeal to the State Commission for Protection of Child Rights or designated RTE Protection Authority.

273. (A) Appropriate Government and Local Authority
Section 35(1) of the Right to Education Act confers guidance powers on the Central Government. It explicitly provides that administrative guidelines and directions issued by the Central Government under this section are statutorily binding on the Appropriate Government and Local Authority for effective implementation of the Act.

274. (D) Office-cum-Store-cum-Head teacher's room
The Schedule under the Right to Education Act specifies administrative office requirements for elementary school buildings. Every recognized school building must include an all-weather office-cum-store-cum-Head teacher's room, providing dedicated space for institutional administration, record storage, and Head Teacher operations within the school premises.

275. (B) Both A and R are true but R is not the correct explanation of A
Pearson's correlation coefficient ranges mathematically between -1.00 and +1.00. A value of -0.85 denotes a strong inverse linear relationship. While both statements are mathematically and factually true, statement R describes a specific correlation value rather than explaining the theoretical range boundary specified in Assertion A.

276. (D) Mode
In educational statistics, the Mode represents the score or category occurring with the highest frequency in a distribution. Mode is the only measure of central tendency appropriate for qualitative nominal scale data, where numbers represent categories rather than ordered quantities or measurable continuous magnitudes in testing.

277. (C) Appropriate Government and Local Authority
Section 6 of the Right to Education Act details spatial establishment obligations. The statutory provision mandates that establishing neighbourhood schools within prescribed spatial distance limits (1 km for primary, 3 km for upper primary) is the joint statutory responsibility of the Appropriate Government and Local Authority concerned.

278. (C) Anganwadi Centers under ICDS and Pre-primary sections of primary schools
Section 11 of the Right to Education Act encourages free pre-school education (ages 3 to 6). This pre-school vision is implemented through Anganwadi Centers under Integrated Child Development Services (ICDS) and pre-primary sections attached to existing government primary schools, preparing young children for formal elementary schooling.

279. (C) Self-declaration by parent or guardian
Section 14(1) of the Right to Education Act and Delhi RTE Rules specify proof of age documents. When a formal birth certificate is unavailable, an accepted document for determining age includes a written self-declaration of age submitted directly by the parent or legal guardian of the child applicant.

280. (D) Section 29(2)(h) of the RTE Act, 2009, which mandates CCE as statutory evaluation procedure for schools
Section 29(2)(h) of the Right to Education Act statutorily mandates Continuous and Comprehensive Evaluation as the evaluation procedure for elementary education. This statutory mandate binds all elementary teachers, overriding informal claims regarding service rules and requiring continuous evaluation across scholastic and co-scholastic learning domains in schools.

281. (A) Section 3(2) (inserted by 2012 Amendment)
Section 2(g) of the Right to Education Act defines home-based education. It refers to education imparted to children with severe or multiple benchmark disabilities as an option provided under Section 3(2), which was inserted into the parent Act by the Right to Education Amendment Act of 2012.

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II. Validity refers to the extent to which a test measures what it purports or claims to measure.
III. Objectivity means the test scoring is free from personal bias or subjective judgment of the scorer.
IV. High reliability automatically guarantees high validity of a test instrument.

Which of the statements given above are correct?
(A) I, II and III only
(B) I and II only
(C) II, III and IV only
(D) I, II, III and IV

48. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Constructing a Blueprint (Table of Specifications) before drafting test items is essential for ensuring high content validity of an achievement test.
Reason (R): A Blueprint ensures proportional weightage to different instructional objectives, topics, and item formats in accordance with syllabus priorities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. In Item Analysis of a test, the Difficulty Index (P-value) of a multiple-choice item is calculated as 0.85. How is this item interpreted?
(A) The item is extremely difficult; only 15% answered correctly
(B) The item is relatively easy; 85% answered correctly
(C) The item has a high discrimination power between high and low achievers
(D) The item contains defective distractors and should be rejected immediately

50. In item analysis, if an item has a Discrimination Index (D-value) of -0.20, what action should the test developer take?
(A) Retain the item without any modifications because it discriminates well
(B) Modify only the stem of the item to increase difficulty
(C) Include it as an anchor item in standardizing the test
(D) Reject or revise the item completely because more low-performing students answered it correctly than high-performing students

51. Which formula accurately represents the calculation of Item Discrimination Index (D), where R_H is the number of correct responses in the upper group, R_L is the number of correct responses in the lower group, and N is the number of students in one group?
(A) $D = \frac{R_H - R_L}{N}$
(B) $D = \frac{R_H + R_L}{2N}$
(C) $D = \frac{R_H \times R_L}{N}$
(D) $D = \frac{R_H - R_L}{2N}$

52. What type of reliability estimate involves administering two equivalent forms of the same test to the same group of students at approximately the same time?
(A) Test-Retest Reliability
(B) Split-Half Reliability
(C) Alternate/Parallel-Form Reliability
(D) Inter-Rater Reliability

53. The Kuder-Richardson Formula 20 (KR-20) and Cronbach's Alpha are statistical measures primarily used to evaluate which property of a test?
(A) Internal Consistency Reliability
(B) Predictive Validity
(C) Scorer Objectivity
(D) Concurrent Validity

54. Which type of validity assesses how well a test score correlates with a criterion measure obtained at a future date (e.g., using a high school entrance exam to predict performance in Class 12)?
(A) Concurrent Validity
(B) Content Validity
(C) Face Validity
(D) Predictive Validity

55. Consider the following statistical measures of central tendency:
I. Mean is affected by extreme values (outliers) in a dataset.
II. Median is the middlemost value when data is arranged in order of magnitude and is robust against extreme outliers.
III. Mode is the most frequently occurring score in a distribution.

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discovery, and exploration in a child-friendly environment, encouraging active participation and fostering critical thinking rather than passive rote memorization in classrooms.

293. (D) Effective implementation of the rights guaranteed under the Act
Section 31(1)(a) of the Right to Education Act specifies monitoring functions of child rights commissions. The NCPCR and SCPCR are statutorily required to examine and review safeguards provided under the Act and evaluate the effective implementation of fundamental rights guaranteed to children under statutory provisions nationwide.

294. (A) Local Authority having jurisdiction
Section 32(1) of the Right to Education Act governs grievance filing procedures. It explicitly lays down that any person desiring to file a written complaint regarding violations of child rights under the Act must submit the complaint in the first instance directly to the concerned Local Authority having territorial jurisdiction.

295. (A) Both A and R are true and R is the correct explanation of A
Diagnostic tests assess specific learning difficulties and conceptual gaps in students. By providing granular qualitative data on student weaknesses, diagnostic tests enable teachers to design targeted remedial instruction. Thus, qualitative diagnostic feedback in Reason R directly explains the primary purpose of diagnostic tests in Assertion A.

296. (C) 3 months
Section 32(2) of the Right to Education Act specifies time limits for grievance resolution. After receiving a written complaint regarding child rights violations under the Act, the Local Authority is statutorily required to decide the matter after giving parties a fair hearing within a maximum period of three months.

297. (C) Central Government
Section 33(1) of the Right to Education Act governs the establishment of the National Advisory Council. The statutory provision mandates that the Central Government shall constitute the National Advisory Council to provide expert advice on the effective implementation of provisions of the Act nationwide across all states.

298. (B) State Government / Appropriate Government
Section 34(1) of the Right to Education Act specifies the constituting authority for state advisory bodies. The statutory provision mandates that the State Government or Appropriate Government shall constitute the State Advisory Council to advise on implementing educational rights effectively within the state across elementary institutions.

299. (B) Section 6
Section 38(2)(a) of the Right to Education Act grants rule-making powers regarding neighbourhood spatial limits. Under this provision, the Appropriate Government makes statutory rules prescribing the manner and spatial distance limits (such as 1 km or 3 km) for establishing neighbourhood schools under Section 6 of the parent Act.

300. (D) No, because Section 32(1) explicitly permits any person having any grievance relating to child rights under the Act to submit a written complaint to the Local Authority
Section 32(1) of the Right to Education Act grants broad locus standi for filing grievances. It explicitly permits any person having any grievance regarding child rights under the Act to submit a written complaint to the Local Authority, invalidating any claim that parents lack standing to complain about school infrastructure.

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282. (D) 25%
Section 12(1)(c) of the Right to Education Act mandates that private unaided non-minority schools shall admit children belonging to weaker sections and disadvantaged groups in Class I (or pre-school entry level) to the extent of at least 25 percent of the overall class enrollment strength across schools.

283. (B) Screening procedure
Section 13(1) of the Right to Education Act places prohibitions on elementary school admissions. It explicitly mandates that while admitting a child, no school or person shall collect any capitation fee or subject the child or his or her parents to any form of screening procedure during admissions.

284. (B) Such authority and in such manner as may be prescribed by Appropriate Government
Section 16(1) of the Right to Education Act, as amended in 2019, governs Class 5 and 8 examinations. It specifies that regular examinations at the end of Class 5 and Class 8 shall be conducted by such authority and in such manner as prescribed by the Appropriate Government through official notifications.

285. (A) Both A and R are true and R is the correct explanation of A
Standardized tests enforce uniform administration and objective scoring guidelines across all testing locations. Uniformity minimizes testing variations, enabling valid score comparisons against national or state normative samples. Thus, normative comparisons in Reason R explain the necessity of uniform testing procedures described in Assertion A regarding assessment instruments.

286. (D) Disciplinary authority under applicable service rules of the teacher
Section 17(1) prohibits physical punishment and mental harassment. When a teacher violates this provision, Section 17(2) authorizes the designated disciplinary authority, functioning under the applicable departmental service rules of the teacher, to initiate formal disciplinary proceedings and impose appropriate administrative penalties on the offending teacher.

287. (A) Fine up to Rs. 1,00,000, and Rs. 10,000 for each day during which contravention continues
Section 18(5) of the Right to Education Act prescribes statutory financial penalties for operating unrecognized schools. Running a school without obtaining a Certificate of Recognition under Section 18(1) is punishable with a fine extending up to 1,00,000 rupees, plus 10,000 rupees per day for ongoing continuing contravention.

288. (A) Monitor the working of the school
Section 21(2)(a) of the Right to Education Act details primary functions of School Management Committees. A core statutory function assigned to the committee is to monitor the daily working of the school, oversee infrastructure, ensure teacher attendance, and track elementary student participation in educational activities continuously.

289. (C) Grants received from the appropriate Government or local authority or any other source
Section 21(2)(c) of the Right to Education Act outlines grant oversight functions of School Management Committees. The committee is statutorily mandated to monitor the proper utilization of all financial grants received by the school from the Appropriate Government, Local Authority, or any other source, ensuring complete financial transparency.

290. (A) I, II, and III only
Section 7 of the RTE Act establishes concurrent financial responsibility between Centre and States, where Central Government estimates expenditure and provides percentage grant-in-aid. State Governments do not bear 100% capital expenditure alone, rendering statements I, II, and III correct while statement IV remains factually incorrect.

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291. (C) Section 28
Section 28 of the Right to Education Act places an explicit statutory prohibition on private tutoring by educators. It mandates that no school teacher covered under provisions of the Act shall engage in private tuition or private teaching activity outside regular institutional duties within or outside school premises.

292. (D) Activities, discovery, and exploration in a child-friendly and child-centered manner
Section 29(2)(e) of the Right to Education Act governs child-centered pedagogical design. It mandates that the curriculum shall ensure that learning is made child-centered through activities,

under Article 30(1).

III. Minority educational institutions are completely exempt from maintaining academic standards prescribed by the State or affiliating bodies.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

8. A Head of Institution in a Delhi Government-aided school is reviewing admission applications. Under Article 29(2) of the Constitution of India, admission to an educational institution maintained by the State or receiving aid out of State funds cannot be denied to any citizen on grounds ONLY of:
(A) Sex, place of birth, residence, caste or any of them
(B) Domicile, academic merit, economic status, language or any of them
(C) Religion, race, caste, language or any of them
(D) Religion, gender, income level, residence or any of them

9. Article 350A of the Constitution of India casts an obligation upon every State and local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to:
(A) Scheduled Castes and Scheduled Tribes only
(B) Socio-economically Disadvantaged Groups (SEDGs)
(C) Religious Minority Groups
(D) Linguistic Minority Groups

10. Consider the following statutory and constitutional provisions regarding education for Persons with Disabilities (PwD):

I. The Rights of Persons with Disabilities (RPwD) Act, 2016 mandates free education for benchmark disabled children aged 6 to 18 years in neighbourhood schools or special schools.

II. Article 41 of the Constitution directs the State to make effective provision for securing the right to work, to education, and to public assistance in cases of disablement.

III. NEP 2020 recommends inclusive education for disabled children with barrier-free physical infrastructure, suitable assistive devices, and tailored resource centers.

Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

11. Which Supreme Court bench decision delimited the scope of the right declared in the Mohini Jain case by holding that the Right to Free Education is a Fundamental Right under Article 21 ONLY until a child completes the age of 14 years, after which it is subject to the economic capacity of the State?
(A) Unni Krishnan, J.P. v. State of Andhra Pradesh (1993)
(B) P.A. Inamdar v. State of Maharashtra (2005)
(C) Pramati Educational and Cultural Trust v. Union of India (2014)
(D) Islamic Academy of Education v. State of Karnataka (2003)

12. In the case of Society for Unaided Private Schools of Rajasthan v. Union of India (2012), the Supreme Court upheld the constitutional validity of Section 12(1)(c) of the RTE Act, 2009. However, it declared that Section 12(1)(c) is NOT applicable to which type of schools?
(A) Unaided non-minority private schools
(B) Unaided minority educational institutions protected under Article 30(1)
(C) Kendriya Vidyalayas and Navodaya Vidyalayas
(D) Government-aided private schools

13. Which Constitutional Amendment added Clause (5) to Article 15, enabling the State to make special provisions by law for the advancement of SCs, STs, and Socially and Educationally Backward Classes (SEBCs) regarding admission to educational institutions, including private educational institutions whether aided or unaided (other than minority institutions)?
(A) 81st Constitutional Amendment Act, 2000
(B) 86th Constitutional Amendment Act, 2002
(C) 93rd Constitutional Amendment Act, 2005
(D) 103rd Constitutional Amendment Act, 2019

14. The 103rd Constitutional Amendment Act, 2019 amended Article 15 and Article 16 to provide up to what maximum percentage of reservation for Economically Weaker Sections (EWS) in educational institutions and public employment?
(A) 5%
(B) 7.5%

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(B) 5+3+3+4
(C) 4+4+3+5
(D) 5+4+3+2

32. In the NEP 2020 school structure of 5+3+3+4, which age group corresponds strictly to the 'Preparatory Stage'?
(A) Ages 3 to 6
(B) Ages 6 to 8
(C) Ages 8 to 11
(D) Ages 11 to 14

33. Under NEP 2020, what is the primary mandate of the 'NIPUN Bharat' Mission launched by the Ministry of Education?
(A) Achieving Universal Vocational Education by Class 12
(B) Achieving Universal Foundational Literacy and Numeracy (FLN) in primary grades
(C) Upgrading all government school infrastructure to smart schools
(D) Providing free tablet devices to all secondary school students

34. NIPUN Bharat Mission targets that every child achieves foundational literacy and numeracy by the end of which grade/stage?
(A) Balvatika / Anganwadi
(B) Grade 3 (end of primary age ~8-9 years)
(C) Grade 5
(D) Grade 8

35. Consider the following statements regarding the National Curriculum Framework for School Education (NCF-SE 2023):
I. It recommends a modular semester system for secondary classes (Grades 9-12).
II. It proposes that students in Grades 11 and 12 should study two languages, at least one of which must be native to India.
III. It completely eliminates all board examinations in Grade 10 and Grade 12.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

36. Under NEP 2020, PARAKH is established as a national assessment center. What does the acronym PARAKH stand for?
(A) Program for Assessment, Rating, Knowledge, and Holistic Education
(B) Performance Appraisal, Recording, and Academic Knowledge for Schools
(C) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
(D) Practical Assessment and Research-based Academic Knowledge System

37. A school Head in Delhi is introducing the "Holistic Progress Card" (HPC) as mandated by NEP 2020 for elementary classes. Which feature is an ESSENTIAL component of the HPC design?
(A) 360-degree, multidimensional report incorporating self-assessment, peer-assessment, and teacher-assessment along with cognitive, affective, and psychomotor domains
(B) Absolute numeric ranking of students from Rank 1 to Rank N in the class
(C) Pass/Fail labels based exclusively on a single year-end written examination
(D) Standardized IQ score computed using psychometric tests

38. The National Curriculum Framework for Foundational Stage (NCFFS 2022) is based on five domains of development derived from Indian traditional concepts (Pancha Kosa). Match the Kosa in List I with its corresponding developmental domain in List II:
List I: (Kosa)
P. Annamaya Kosa
Q. Pranamaya Kosa
R. Manomaya Kosa
S. Vignanamaya Kosa
List II: (Developmental Domain)
1. Physical Development
2. Life energy / Health & Habit Development
3. Emotional & Mental Development
4. Intellectual Development
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-4, Q-3, R-2, S-1
(D) P-3, Q-4, R-1, S-2

39. Samagra Shiksha Scheme is an overarching flagship program for school education extending from pre-school to class 12. It subsumed which three erstwhile Centrally Sponsored Schemes?
(A) DPEP, Operation Blackboard, and Mid-Day Meal
(B) SSA, RMSA, and Teacher Education (TE)
(C) Mahila Samakhya, RMSA, and N L M
(D) Kasturba Gandhi Balika Vidyalaya, SSA,

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(C) T.S.R. Subramanian Committee
(D) K. Kasturirangan Committee

23. Under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, what is the mandatory percentage of seats reserved in Class 1 (or pre-school) in unaided non-minority private schools for children belonging to Disadvantaged Groups and Weaker Sections?
(A) 10%
(B) 15%
(C) 20%
(D) 25%

24. Which Section of the RTE Act, 2009 explicitly prohibits the levying of any capitation fee and subjecting a child or parent to any screening procedure during school admission?
(A) Section 10
(B) Section 13
(C) Section 16
(D) Section 17

25. Consider the following statements regarding the School Management Committee (SMC) under Section 21 of the RTE Act, 2009:
I. At least 75% of the members of the SMC shall be parents or guardians of the students.
II. Proportionate representation shall be given to the parents of children belonging to disadvantaged and weaker sections.
III. At least 50% of the total members of the committee shall be women.
IV. The SMC is responsible for preparing the School Development Plan (SDP).
Which of the statements given above are correct?
(A) I and II only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

26. Under Section 17 of the RTE Act, 2009, which of the following actions is strictly prohibited in schools?
(A) Subjecting a child to physical punishment or mental harassment
(B) Conducting diagnostic testing of students
(C) Assigning homework to primary school children
(D) Organizing remedial classes during non-school hours

27. Under the RTE Act, 2009 guidelines, what is the prescribed minimum number of working days per academic year for primary classes (Classes I to V) and upper primary classes (Classes VI to VIII) respectively?
(A) 180 days and 200 days
(B) 200 days and 220 days
(C) 220 days and 240 days
(D) 210 days and 230 days

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28. Under the RTE Act, 2009, what is the mandatory Pupil-Teacher Ratio (PTR) prescribed for primary schools (Classes I to V) for an enrollment up to 200 students?
(A) 20:1
(B) 25:1
(C) 30:1
(D) 35:1

29. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): The Right to Education Act, 2009 prohibits deployment of school teachers for non-educational administrative tasks, except for specific statutory exceptions.
Reason (R): Section 27 of the RTE Act permits teacher deployment only for decennial population census, disaster relief duties, and elections to local bodies, State Legislatures, and Parliament.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

30. Section 16 of the RTE Act was amended in 2019 regarding the 'No Detention Policy'. Under the amended provisions, what is the state government empowered to do?
(A) Detain children in any class from Class 1 to 8 based on internal evaluation
(B) Permanently expel a child who fails the end-of-year examination in Class 8
(C) Hold a regular examination at the end of Class 5 and Class 8, and detain a child if they fail the re-examination conducted within two months
(D) Abolish all board examinations for Classes 10 and 12 across all schools

31. National Education Policy (NEP) 2020 replaces the legacy school pedagogical structure of 10+2 with a new design. What is this new pedagogical and curricular structure?
(A) 3+4+4+5

CHAPTER 04

Constitutional Provisions Related to Education

1. Which Constitutional Amendment Act inserted Article 21A into the Constitution of India, making free and compulsory education a Fundamental Right for children aged 6 to 14 years?
(A) 42nd Constitutional Amendment Act, 1976
(B) 44th Constitutional Amendment Act, 1978
(C) 86th Constitutional Amendment Act, 2002
(D) 93rd Constitutional Amendment Act, 2005

2. Under the Constitution of India, which Article directly details the Directive Principle of State Policy requiring the State to endeavour to provide early childhood care and education for all children until they complete the age of six years?
(A) Article 45
(B) Article 46
(C) Article 21A
(D) Article 350A

3. Under Article 51A of the Constitution of India, which clause was added by the 86th Constitutional Amendment Act to make it the Fundamental Duty of a parent or guardian to provide educational opportunities to their child between six and fourteen years of age?
(A) Clause (h)
(B) Clause (i)
(C) Clause (j)
(D) Clause (k)

4. In which landmark judgment did the Supreme Court of India first declare that the "Right to Education" is an implicit Fundamental Right flowing directly from the "Right to Life" guaranteed under Article 21?
(A) Mohini Jain v. State of Karnataka (1992)
(B) Unni Krishnan, J.P. v. State of Andhra Pradesh (1993)
(C) T.M.A. Pai Foundation v. State of Karnataka (2002)
(D) Society for Unaided Private Schools of Rajasthan v. Union of India (2012)

5. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): The 42nd Constitutional Amendment Act of 1976 shifted the subject of 'Education' from the State List to the Concurrent List in the Seventh Schedule of the Indian Constitution.
Reason (R): Placing education in the Concurrent List empowers both the Parliament and State Legislatures to legislate on education, ensuring national uniformity while permitting contextual state adaptations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Article 28(1) of the Constitution of India imposes a complete ban on religious instruction in which category of educational institutions?
(A) Educational institutions recognized by the State
(B) Educational institutions receiving aid out of State funds
(C) Educational institutions established under any trust or endowment administered by the State
(D) Educational institutions wholly maintained out of State funds

7. Consider the following statements regarding Article 30 of the Indian Constitution:
I. It guarantees all minorities, whether based on religion or language, the right to establish and administer educational institutions of their choice.
II. Article 30(1A) mandates that the State, while compulsorily acquiring property of a minority educational institution, must ensure the compensation amount fixed does not restrict or abrogate the right guaranteed

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and NCF

40. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): NEP 2020 advocates for setting up a 'Gender Inclusion Fund' (GIF) to build the nation's capacity to provide equitable quality education for all girls as well as transgender students.
Reason (R): Historical educational data reveals persistent structural barriers preventing equitable school participation and retention among female and transgender learners across India.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. National Achievement Survey (NAS) conducted by the Ministry of Education is primarily a:
(A) Individual student diagnostic test for high school board exams
(B) Competitive screening test for admission into Navodaya Vidyalayas
(C) Teacher performance evaluation survey for career advancement
(D) Systemic, sample-based evaluation to assess the health of the school education system and learning levels of students in specific grades

42. In psychological and educational measurement, what is the fundamental conceptual difference between 'Measurement' and 'Evaluation'?
(A) Measurement assigns a numerical value to an attribute, whereas Evaluation attaches a value judgment or decision based on that measurement
(B) Measurement is qualitative, whereas Evaluation is quantitative
(C) Measurement is done only at the end of a course, whereas Evaluation occurs continuously
(D) Measurement applies only to cognitive domain, whereas Evaluation applies only to affective domain

43. Consider the following statements regarding Assessment types:
I. Formative Assessment is conducted during the instructional process to monitor student learning and provide ongoing feedback for improvement.
II. Summative Assessment is conducted at the end of an instructional unit to evaluate student learning against benchmark standards.
III. Assessment FOR Learning corresponds to summative assessment, while Assessment OF Learning corresponds to diagnostic assessment.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

44. A teacher uses student self-assessment and peer-assessment activities during a project to help students reflect on their own learning strategies and monitor their progress. This concept is best described as:
(A) Assessment OF Learning
(B) Assessment AS Learning
(C) Assessment FOR Learning
(D) Assessment IN Learning

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45. What is the key characteristic feature of a 'Criterion-Referenced Test' (CRT)?
(A) It measures a student's performance against a predefined specific standard or learning objective
(B) It compares an individual student's score against the performance of a normative peer group
(C) It ranks students in percentile terms from highest to lowest score
(D) It uses a bell-shaped normal probability distribution to assign grades

46. A Delhi school Vice-Principal is analyzing test results. The test compares a student's score with the score of other students in the same age group or grade across Delhi to determine relative standing (e.g., 85th percentile). What type of test is this?
(A) Criterion-Referenced Test (CRT)
(B) Diagnostic Test
(C) Norm-Referenced Test (NRT)
(D) Formative Assessment Task

47. Consider the following statements regarding the characteristics of a good assessment test:
I. Reliability refers to the consistency or stability of test scores across different test administrations or scorers.

(C) 10%
(D) 15%

15. A Vice-Principal of a school is examining teacher recruitment rules under Article 16(4) of the Indian Constitution. Article 16(4) allows the State to make provisions for reservation in appointments or posts in favour of:
(A) Any economically weaker section of citizens regardless of representation
(B) Linguistic and religious minorities in all government educational cadres
(C) Women and persons with disabilities exclusively
(D) Any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State

16. Article 46 of the Directive Principles of State Policy explicitly tasks the State to promote with special care the educational and economic interests of which section of the population, protecting them from social injustice and all forms of exploitation?
(A) Women and Children
(B) Senior Citizens and Persons with Disabilities
(C) The weaker sections of the people, and, in particular, the Scheduled Castes and the Scheduled Tribes
(D) Economically Weaker Sections of the General Category

17. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Minority educational institutions governed under Article 30(1) have the absolute autonomy to completely ignore regulatory academic standards set by the Directorate of Education, Delhi.
Reason (R): Fundamental rights under Article 30(1) are subject to reasonable regulations aimed at maintaining educational standards, sanitation, health, and national security.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

18. Which Education Commission, set up in Independent India, recommended the famous "Three-Language Formula" to promote national integration through school curriculum?
(A) Radhakrishnan Commission (1948-49)
(B) Mudaliar Commission (1952-53)
(C) Kothari Commission (1964-66)
(D) Yashpal Committee (1993)

19. The Secondary Education Commission (1952-53), which recommended multipurpose schools and diversification of courses at the secondary level, was headed by:
(A) Dr. S. Radhakrishnan
(B) Dr. A. Lakshmanaswami Mudaliar
(C) Dr. D.S. Kothari
(D) Dr. Yash Pal

20. Match the Education Commissions/Committees in List I with their primary operational focus or slogan in List II:
List I: (Education Commissions/Committees)
P. Kothari Commission (1964-66)
Q. Yashpal Committee (1993)
R. Radhakrishnan Commission (1948-49)
S. Mudaliar Commission (1952-53)
List II: (Primary Operational Focus / Slogan)
1. "Learning Without Burden"
2. "Education and National Development"
3. University Education
4. Secondary Education Reorganisation
(A) P-2, Q-1, R-3, S-4
(B) P-1, Q-2, R-4, S-3
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-3, R-2, S-1

21. A Principal of a Delhi government school is organizing a seminar on educational history for teachers. A teacher presents that the National Policy on Education (NPE) 1986 introduced a landmark centrally sponsored scheme to improve physical facilities in primary schools across India. Which scheme was this?
(A) Operation Blackboard
(B) Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
(C) District Primary Education Programme (DPEP)
(D) Sarva Shiksha Abhiyan (SSA)

22. The Programme of Action (POA) 1992 was formulated to revise and update the National Policy on Education (NPE) 1986. Which committee's report in 1990 provided the fundamental critical review of NPE 1986 leading to POA 1992?
(A) Acharya Ramamurti Committee
(B) Janardhana Reddy Committee

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Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

56. In a perfectly symmetrical Normal Probability Curve (NPC), what is the exact mathematical relationship between Mean, Median, and Mode?
(A) Mean > Median > Mode
(B) Mean < Median < Mode
(C) Mean = Median = Mode
(D) Mean + Mode = 2 Median

57. A test distribution administered to Class 10 students yields a Mean of 60 and a Standard Deviation (SD) of 8. If a student scores 76 on this test, what is the student's standard z-score?
(A) +1.5
(B) +2.0
(C) -2.0
(D) +1.0

58. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): In a positively skewed score distribution, the Mean is greater than the Median, which in turn is greater than the Mode (Mean > Median > Mode).
Reason (R): A positively skewed distribution indicates that a majority of students scored very high marks, pulling the tail towards the lower scores.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

59. In a standard Normal Probability Curve (NPC), approximately what percentage of total cases lie between -1σ and $+1\sigma$ from the mean?
(A) 50.0%
(B) 68.26%
(C) 95.44%
(D) 99.73%

60. What is the standard score (T-score) equivalent to a z-score of $+1.0$, given that T-score distribution has a mean of 50 and a standard deviation of 10?
(A) 40
(B) 50
(C) 60
(D) 70

61. Which statistical correlation coefficient measure is appropriate for calculating the relationship between two variables measured on an ordinal (ranked) scale?
(A) Spearman Rank Correlation Coefficient
(B) Pearson Product-Moment Correlation Coefficient
(C) Point-Biserial Correlation
(D) Phi Coefficient

62. Consider the following statements regarding Percentiles and Percentile Ranks:
I. A percentile rank indicates the percentage of scores in a distribution that fall at or below a given score.
II. The 50th percentile is mathematically equal to the Median of the distribution.
III. Percentile scores represent an equal-interval scale of measurement across all points of the distribution.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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63. Under the 9-point relative grading system introduced by CBSE for Secondary School Examinations, what percentage of passed candidates are awarded the top grade 'A-1'?
(A) Top 1/8th (12.5%) of the passed candidates
(B) Top 1/10th (10%) of the passed candidates
(C) Top 5% of all appearing candidates
(D) Top 1/6th (16.6%) of the passed candidates

64. A Principal is reviewing the school's continuous evaluation framework. Which statement best defines 'Competency-Based Assessment'?
(A) Assessment aimed at ranking students relative to peer distribution curves
(B) Assessment restricted to rote recall of textbook definitions at the end of term
(C) Assessment based solely on attendance and behavioral conduct marks
(D) Assessment that focuses on measuring student proficiency in applying real-world skills and concepts in diverse, practical contexts

65. Under Article 21A and the RTE Act, 2009, the duty of providing free and compulsory elementary

81. In the context of school administration, what does the principle of 'Usability' or 'Practicability' of a standardized test refer to?
(A) The degree to which test items measure higher-order thinking skills
(B) The statistical correlation of test scores with external criterion measures
(C) The alignment of test items with national policy mandates
(D) The ease of administration, time efficiency, cost-effectiveness, clarity of directions, and ease of scoring

82. Consider the following statements regarding Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) used in Blueprint preparation:
I. The cognitive domain levels in ascending order of complexity are: Remember, Understand, Apply, Analyze, Evaluate, Create.
II. 'Create' replaced 'Evaluation' at the highest level of the taxonomy.
III. 'Analyze' is classified under lower-order thinking skills (LOTS).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

83. A Delhi government school science teacher constructs a multiple-choice question where Option A is chosen by 50% of top performers and 50% of bottom performers. What is the Discrimination Index (D) of this specific option/item?
(A) $+1.00$
(B) $+0.50$
(C) 0.00
(D) -0.50

84. Which educational commission recommended the establishment of 'Navodaya Vidyalayas' (Pacesetting schools) for talented rural children in India?
(A) Kothari Commission (1964-66)
(B) Radhakrishnan Commission (1948-49)
(C) Secondary Education Commission (1952-53)
(D) National Policy on Education (NPE 1986)

85. Under the RTE Act, 2009, Section 12(1)(c) mandates private unaided schools to admit 25% children from weaker sections. How are these private schools reimbursed by the government?
(A) Based on the actual fee charged by the private school without upper limit
(B) Fixed flat grant of ₹500 per child per month across India
(C) Private schools receive no financial reimbursement as it is a mandatory social obligation
(D) Based on the per-child cost incurred by the State, or the actual fee charged by the school, whichever is less

86. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Standardized diagnostic tests are designed primarily to assign term-end grades and ranks to students.
Reason (R): Diagnostic tests aim to identify specific learning difficulties and gaps in prerequisite skills to plan targeted remedial instruction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

87. Under NEP 2020, what is the envisioned framework for school governance called 'School Complexes/Clusters'?
(A) Merging all primary schools into single mega-universities
(B) Grouping 10-15 schools within a geographical radius to share resources like specialized teachers, labs, sports facilities, and administrative efficiency
(C) Transferring public school management entirely to private corporate bodies
(D) Mandatory residential boarding for all secondary students

88. In educational measurement, what is 'Face Validity'?
(A) Rigorous statistical correlation of test items with a gold standard
(B) Factor analysis confirming internal construct dimensions
(C) The alignment of test items with Bloom's taxonomy blueprint
(D) The superficial appearance that a test looks like it measures the intended construct to test-takers and non-experts

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of at least 50 hours per year is expected for every teacher and school principal.

II. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

III. Teacher performance appraisal will be linked strictly to student standardized test pass percentages.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

74. Which body has been mandated by NEP 2020 to formulate the 'National Professional Standards for Teachers' (NPST)?

(A) Central Board of Secondary Education (CBSE)
(B) National Assessment and Accreditation Council (NAAC)
(C) National Council for Teacher Education (NCTE) in restructuring with NCERT
(D) University Grants Commission (UGC)

75. A school Principal in Delhi is preparing the Annual School Development Plan. According to the Samagra Shiksha framework, which committee is designated at the school level to manage planning, implementation, and utilization of grants for composite school infrastructure?

(A) Parent-Teacher Association (PTA)
(B) Academic Audit Committee
(C) Staff Council
(D) School Management Committee (SMC) / School Management and Development Committee (SMDC)

76. In educational statistics, what measure of dispersion represents the difference between the 75th percentile (P_{75} or Q_3) and the 25th percentile (P_{25} or Q_1), divided by 2?

(A) Standard Deviation
(B) Quartile Deviation (Semi-Interquartile Range)
(C) Mean Absolute Deviation
(D) Variance

77. Consider the following mathematical properties of Variance and Standard Deviation:

I. Variance is the square of the Standard Deviation (σ^2).

II. Standard Deviation can take negative numerical values if test scores are negative.

III. Adding a constant value to every score in a distribution changes the Mean but leaves the Standard Deviation unchanged.

Which of the statements given above are correct?

(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

78. Read the following statements regarding Assertion (A) and Reason (R):

Assertion (A): A test can be highly reliable without being valid.

Reason (R): Reliability measures consistency of results, whereas validity measures whether the test measures what it intends to measure; consistency does not guarantee truthfulness to the intended domain.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

79. Under Article 15(4) of the Constitution of India, introduced by the 1st Constitutional Amendment Act 1951, the State is empowered to make special provisions for:

(A) Economic reservation for forward castes
(B) Free higher education for all citizens
(C) Educational advancement of Socially and Educationally Backward Classes (SEBCs) or for SCs and STs
(D) Compulsory military training in schools

80. What is the fundamental distinction between Article 29(2) and Article 15(1) regarding non-discrimination in access to educational institutions?

(A) Article 15(1) applies only to private schools, whereas Article 29(2) applies only to public employment.
(B) Article 29(2) protects only non-citizens, whereas Article 15(1) applies to citizens.
(C) Article 29(2) applies specifically to admission to educational institutions maintained or aided by the State, and omits 'sex' and 'place of birth' from its listed prohibited grounds.
(D) There is no constitutional difference between the two articles.

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133. Under Section 13 of the RTE Act, 2009, if a school charges any capitation fee during admission, what is the statutory penalty prescribed?
(A) Fine of flat ₹1,000 only
(B) Imprisonment of school principal for up to 5 years
(C) Immediate cancellation of school registration without hearing
(D) Fine which may extend to 10 times the capitation fee charged

134. Consider the following statements regarding the 'Three-Language Formula' in NEP 2020:
I. The three languages learnt by children will be chosen by the States/UTs.
II. At least two of the three languages must be native to India.
III. No language will be imposed on any State.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

135. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): The Seventh Schedule of the Indian Constitution originally placed 'Education' under the Union List in 1950.
Reason (R): The framers of the Constitution wanted complete centralized federal administration over all primary and secondary schools across India.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) Both A and R are false

136. In test evaluation, what is the value of Spearman-Brown corrected reliability coefficient ($r_{\{sb\}}$) if the correlation between two half-tests ($r_{\{hh\}}$) is calculated as 0.60?
(A) 0.60
(B) 0.75
(C) 0.80
(D) 0.90

137. A Delhi school Principal is reviewing teacher training data under Samagra Shiksha. NISHTHA is a national initiative launched by the Ministry of Education under Samagra Shiksha. What does NISHTHA stand for?
(A) National Institute for Secondary Heads and Teacher Health
(B) National Integrated Scheme for Teacher and Headmaster Assessment
(C) National Innovation System for Teacher Higher Achievement
(D) National Initiative for School Heads' and Teachers' Holistic Advancement

138. Under Article 16(4A) of the Constitution of India, inserted by the 77th Constitutional Amendment Act, 1995, the State is empowered to make provisions for reservation in matters of:
(A) Selection of private school managing committees
(B) Direct recruitment of EWS candidates in private schools
(C) Promotion, with consequential seniority, in civil services/teaching cadres for SCs and STs
(D) Post-doctoral research fellowships in international universities

139. Consider the following statements regarding statistical measures:
I. Median divides distribution into 2 equal parts.
II. Quartiles divide distribution into 4 equal parts.
III. Deciles divide distribution into 10 equal parts.
IV. Percentiles divide distribution into 100 equal parts.
Which of the statements given above are correct?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

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140. What is the fundamental property of a 'Ratio Scale' of measurement that distinguishes it from Nominal, Ordinal, and Interval scales?
(A) Categorization of distinct labels
(B) Rank ordering of objects
(C) Equal intervals between units
(D) Presence of an absolute, true zero point

141. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Formative assessment results should not be used for high-stakes decisions like declaring pass/fail or assigning rank numbers.
Reason (R): Formative assessment is designed to diagnose learning gaps and inform ongoing

89. Consider the following statements regarding the normal probability curve (NPC):
I. The total area under the standard normal curve equals 1.00 (or 100%).
II. The curve is asymptotic to the horizontal axis, extending infinitely in both directions without touching the base line.
III. Kurtosis of a standard normal distribution (β_2) is equal to 3 (or $Ku = 0.263$).
IV. Skewness of a perfectly normal distribution is $+1.0$.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and II only
(C) III and IV only
(D) I, II, III and IV

90. A Vice-Principal is analyzing Class 9 mathematics terminal examination scores. The distribution shows a Kurtosis value (Ku) significantly greater than 0.263, resulting in a highly peaked curve with scores heavily concentrated around the mean. What type of curve is this?
(A) Mesokurtic
(B) Platykurtic
(C) Rectangular
(D) Leptokurtic

91. Under the Indian Constitution, which Article prohibits religious instruction in schools supported by State funds, while allowing attendance in religious instruction in private/ aided schools subject to voluntary consent of the student or guardian?
(A) Article 29
(B) Article 30
(C) Article 28
(D) Article 21A

92. Section 25 of the RTE Act, 2009 lays down provisions regarding the Pupil-Teacher Ratio (PTR). What is the statutory timeline within which the appropriate Government must ensure that the PTR is maintained in every school?
(A) Within 6 months of the commencement of the Act
(B) Within 3 years of the commencement of the Act
(C) Within 5 years of the commencement of the Act
(D) Within 10 years of the commencement of the Act

93. Under Section 15 of the RTE Act, 2009, when can a child be denied admission to a school if they seek entry after the extended period of admission prescribed by the authority?
(A) After September 30 of the academic year
(B) After December 31 of the academic year
(C) Denied if the child fails an entrance test
(D) No child shall be denied admission regardless of when such admission is sought

94. Consider the following statements regarding the Yashpal Committee Report (2009) titled "Renovation and Rejuvenation of Higher Education":
I. It recommended the creation of an all-encompassing Higher Education Commission of India (HECI) to replace existing bodies like UGC and AICTE.
II. It recommended isolating school teacher preparation completely from mainstream university higher education.
III. It emphasized curriculum integration and interdisciplinary learning.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

95. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Continuous and Comprehensive Evaluation (CCE) aims to evaluate all aspects of a student's development, including cognitive, affective, and psychomotor domains, throughout the academic year.
Reason (R): CCE relies exclusively on standardized pencil-paper tests conducted at the end of each semester to ensure objectivity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. What is the mathematical relationship between the Mean, Median, and Mode in a moderately skewed score distribution, according to Karl Pearson's empirical formula?
(A) Mean = 3Mode − 2Median
(B) Median = 3Mean − 2Mode
(C) Mode = 3Median − 2Mean
(D) Mode = 2Median − 3Mean

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97. If a test has a variance (σ^2) of 16, what is its Standard Deviation (σ)?
(A) 2
(B) 4
(C) 8
(D) 256

98. A school Principal notices that the marks obtained by students in Class 11 Physics mid-term examination are: 12, 14, 15, 18, 20, 20, 20, 22, 25, 94. Which measure of central tendency provides the MOST representative measure of typical student performance for this dataset?
(A) Arithmetic Mean
(B) Geometric Mean
(C) Harmonic Mean
(D) Median

99. Under Article 30(2) of the Indian Constitution, the State shall NOT discriminate against any educational institution in granting aid on the ground that it is:
(A) Situated in a rural area
(B) Charging tuition fees from students
(C) Non-affiliated to CBSE or ICSE
(D) Under the management of a minority, whether based on religion or language

100. The National Assessment Centre 'PARAKH' introduced in NEP 2020 will function under which apex national organization?
(A) Central Board of Secondary Education (CBSE)
(B) National Institute of Educational Planning and Administration (NIEPA)
(C) National Council for Teacher Education (NCTE)
(D) National Council of Educational Research and Training (NCERT)

101. Which Section of the RTE Act, 2009 imposes a total ban on teachers engaging in private tuition activities?
(A) Section 24
(B) Section 26
(C) Section 30
(D) Section 28

102. Consider the following statements regarding the 42nd Constitutional Amendment Act of 1976:
I. Transferred 'Education' from State List (List II) to Concurrent List (List III).
II. Transferred 'Forests' and 'Weights and Measures' along with Education.
III. Transferred 'University Education' exclusively to the Union List (List I).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

103. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Percentile scores are non-linear transformations of raw scores and cannot be legitimately added or averaged using standard arithmetic means.
Reason (R): Percentile ranks represent ordinal measurements, where intervals between percentile ranks do not correspond to equal intervals of raw test performance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

104. In item analysis, if 40 students out of a total testing sample of 100 students answer an item correctly, what is the Item Difficulty Index (P)?
(A) 0.20
(B) 0.40
(C) 0.60
(D) 4.00

105. Under NEP 2020, what is the key objective of introducing 'Vocational Exposure and Craft Activities' (such as 10 bagless days) in Grades 6 to 8?
(A) To prepare students for immediate drop-out employment after Grade 8
(B) To replace core academic subjects like Science and Mathematics completely
(C) To fund school maintenance costs through student-made goods
(D) To develop respect for dignity of labor and hands-on exposure to practical local crafts and vocations

106. In the landmark case TMA Pai Foundation v. State of Karnataka (2002), an 11-judge Constitution Bench held that the right to establish and administer educational institutions is guaranteed to all citizens under which Article?
(A) Article 14 — Equality before law
(B) Article 25 — Freedom of conscience

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(C) Article 32 — Constitutional remedies
(D) Article 19(1)(g) — Right to practice any profession, or to carry on any occupation, trade or business

107. Which Section of the RTE Act, 2009 specifies the duties of teachers, including maintaining regularity, completing curriculum on time, and assessing learning capabilities of every child?
(A) Section 21
(B) Section 27
(C) Section 29
(D) Section 24

108. A school test construction committee creates a test blueprint. The blueprint specifies three dimensions of weightage. Which three core dimensions must be included in a standard Table of Specifications (Blueprint)?
(A) Student Names, Teacher Qualifications, and Exam Hall Seating
(B) Grade Point Averages, School Facilities, and Budget Allocations
(C) Instructional Objectives, Content/Topics, and Types of Questions
(D) Formative Marks, Summative Marks, and CCE Grades

109. Consider the following statements regarding the National Curriculum Framework for School Education (NCF-SE 2023) architecture:
I. It addresses four stages of school education: Foundational, Preparatory, Middle, and Secondary.
II. It emphasizes art-integrated, sport-integrated, and experiential learning pedagogies.
III. It enforces a rigid separation between academic stream subjects and extracurricular activities.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

110. Under Article 350 of the Constitution of India, every person is entitled to submit a representation for redressal of any grievance to any officer or authority of the Union or a State in:
(A) Hindi in Devanagari script only
(B) English language only
(C) Eighth Schedule languages only
(D) Any of the languages used in the Union or in the State, as the case may be

111. What is the standard error of measurement (SEM) of a test score, given standard deviation of the test scores (σ) and reliability coefficient ($r_{\times}$)?
(A) $SEM = \sigma\sqrt{1 - r_{xx}}$
(B) $SEM = \sigma(1 - r_{xx})^2$
(C) $SEM = \frac{\sigma}{\sqrt{r_{xx}}}$
(D) $SEM = \sigma\sqrt{r_{xx}}$

112. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Split-half reliability measure tends to underestimate the true internal consistency of a full-length test.
Reason (R): Shortening a test generally decreases its statistical reliability, which is why the Spearman-Brown Prophecy Formula is applied to adjust the split-half correlation coefficient.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

113. Under the RTE Act 2009 Rules, what is the maximum prescribed distance for a primary school (Classes I to V) to be located from the neighbourhood of a child?
(A) Within a walking distance of 1 km
(B) Within a walking distance of 3 km
(C) Within a walking distance of 5 km
(D) Within a walking distance of 10 km

114. For Upper Primary classes (Classes VI to VIII), what is the maximum neighbourhood walking distance specified under RTE Act statutory rules?
(A) 1 km
(B) 2 km
(C) 3 km
(D) 5 km

115. A Delhi school Principal is evaluating teacher workload. According to the RTE Act 2009 norms, what is the minimum number of working hours per week required for a teacher, including preparation hours?
(A) 35 hours

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education to every child of age 6 to 14 years is primarily cast upon:
(A) The Central Government exclusively
(B) Non-Governmental Organizations (NGOs) and private charities
(C) National Commission for Protection of Child Rights (NCPCR)
(D) The State Government / Appropriate Government and Local Authority

66. Article 29(1) of the Constitution protects the right of any section of citizens residing in India having a distinct language, script, or culture to:
(A) Demand state funding for private religious education
(B) Seek exemption from national standard curricula
(C) Restrict admissions based on caste and creed
(D) Conserve the same

67. Consider the following landmark judgments of the Supreme Court of India related to reservations in private educational institutions:
I. T.M.A. Pai Foundation v. State of Karnataka (2002)
II. P.A. Inamdar v. State of Maharashtra (2005)
III. Ashok Kumar Thakur v. Union of India (2008)
Arrange the above cases in chronological order of their judgment dates:
(A) I, II, III
(B) II, I, III
(C) III, I, II
(D) I, III, II

68. A parent approaches the Principal of a Delhi government school seeking admission for their 7-year-old child who has never attended any formal school. Under Section 4 of the RTE Act, 2009, how should the Principal handle this admission?
(A) Refuse admission as the child has missed Class 1 and Class 2
(B) Admit the child directly into Class 1 regardless of age
(C) Require the child to clear a screening test before determining class placement
(D) Admit the child to a class appropriate to his or her age, and provide special training to enable the child to be at par with peers

69. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Section 14 of the RTE Act mandates that no child shall be denied admission in a school for lack of age proof.
Reason (R): For the purpose of admission, age proof can be established by a birth certificate, hospital record, or an affidavit made by the parent/guardian.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

70. Under Section 23 of the RTE Act, 2009, who is authorized to lay down the minimum qualifications for appointment as a teacher in elementary schools across India?
(A) State Council of Educational Research and Training (SCERT)
(B) Central Board of Secondary Education (CBSE)
(C) Academic Authority notified by the Central Government (NCERT / NCTE)
(D) University Grants Commission (UGC)

71. Section 29 of the RTE Act lays down the principles for curriculum and evaluation procedure for elementary education. Which of the following is NOT explicitly mentioned in Section 29?
(A) Conformity with the values enshrined in the Constitution
(B) All-round development of the child
(C) Compulsory board examination at the end of Class 8
(D) Making the child free of fear, trauma, and anxiety

72. In NEP 2020, what is the envisioned role and structure of the 'Foundational Stage' in the 5+3+3+4 school design?
(A) 2 years of Anganwadi + 3 years of Primary School (Grades 1-3) for age group 4-9 years
(B) 5 years of formal primary schooling (Grades 1-5) for age group 6-11 years
(C) 3 years of Anganwadi/Pre-school + 2 years of Primary School (Grades 1-2) for age group 3-8 years
(D) 3 years of middle school for age group 8-11 years

73. Consider the following statements regarding the National Education Policy 2020 recommendations on teacher development:
I. Continuous Professional Development (CPD)

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and lower groups. How should the test developer evaluate Option C?
(A) Option C is an ideal distractor and should be retained
(B) Option C is an ineffective/non-functional distractor and should be revised or replaced
(C) Option C increases the reliability of the test item
(D) Option C represents a trick distractor

125. Which assessment strategy involves assessing student learning through real-world, meaningful tasks such as portfolios, exhibitions, demonstrations, and open-ended performance tasks?
(A) Standardized Multiple-Choice Testing
(B) Authentic / Performance Assessment
(C) Norm-Referenced Screening Test
(D) Psychometric Aptitude Testing

126. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): The National Policy on Education 1986 stressed the creation of Navodaya Vidyalayas, Vocationalisation of Secondary Education, and Decentralized Educational Planning.
Reason (R): The 73rd and 74th Constitutional Amendments empowered Panchayati Raj Institutions and Urban Local Bodies to oversee elementary education governance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

127. Under the RTE Act, 2009, which body is empowered to monitor the protection of child rights under the Act at the national level?
(A) Central Advisory Board of Education (CABE)
(B) National Council of Educational Research and Training (NCERT)
(C) Union Public Service Commission (UPSC)
(D) National Commission for Protection of Child Rights (NCPCR)

128. In educational measurement, what is 'Content Validity Index' (CVI) derived from?
(A) Empirical correlation of test scores with future job performance
(B) Systematic rating by panel of subject matter experts on the relevance and clarity of test items relative to specified content domains
(C) Factor analysis loading of test items on a single principal component
(D) Test-retest correlation coefficients across 6 months

129. Consider the following statements regarding measures of dispersion:
I. Standard Deviation is the square root of the arithmetic mean of squared deviations from the Mean.
II. Standard Deviation is affected by every score in the distribution.
III. Quartile Deviation is computed using all scores in the distribution, including extreme tails.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

130. A Vice-Principal calculates the Median score of Class 10 English test as 65. If 5 marks are added to the scores of every student in the class, what will be the new Median score?
(A) 65
(B) 70
(C) 75
(D) 60

131. Article 21 of the Indian Constitution guarantees "Protection of Life and Personal Liberty". In which landmark case did the Supreme Court explicitly rule that "Right to Life" includes the right to live with human dignity, which encompasses the Right to Education?
(A) Golaknath v. State of Punjab (1967)
(B) Shankari Prasad v. Union of India (1951)
(C) Francis Coralie Mullin v. Administrator, Union Territory of Delhi (1981)
(D) Keshvananda Bharati v. State of Kerala (1973)

132. Under NEP 2020, what is the proposed duration of the 'Middle Stage' in the 5+3+3+4 structure, and which grades does it encompass?
(A) 3 years; Grades 3 to 5 (ages 8-11)
(B) 4 years; Grades 9 to 12 (ages 14-18)
(C) 3 years; Grades 6 to 8 (ages 11-14)
(D) 5 years; Foundational to Grade 2 (ages 3-8)

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(B) 40 hours
(C) 50 hours
(D) 45 hours

116. Consider the following statements regarding 'Construct Validity':
I. It measures how well a test operationalizes and measures a theoretical psychological trait or construct (e.g., intelligence, creativity, anxiety).
II. It can be established through convergent and discriminant evidence.
III. It is evaluated solely by asking a panel of subject experts to inspect item phrasing visually.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

117. What is the Range of the following set of student scores: 34, 45, 52, 68, 71, 89, 95?
(A) 55
(B) 61
(C) 68
(D) 95

118. Which commission's report was titled "Education and National Development"?
(A) University Education Commission (1948-49)
(B) Secondary Education Commission (1952-53)
(C) Education Commission (1964-66) / Kothari Commission
(D) National Knowledge Commission (2005)

119. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Article 21A of the Constitution makes secondary education (Classes 9 to 12) a justiciable Fundamental Right for all adolescents up to 18 years of age.
Reason (R): The 86th Constitutional Amendment Act restrictively defined the age group for Fundamental Right to Education as 6 to 14 years.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

120. In educational statistics, if Pearson's correlation coefficient (r) between students' attendance and test scores is $+0.85$, how is this relationship described?
(A) Weak positive correlation
(B) Strong negative correlation
(C) Zero correlation
(D) Strong positive linear relationship

121. Under NEP 2020, what is the proposed structure for the National Professional Standards for Teachers (NPST)?
(A) Single fixed rank for all school teachers regardless of performance
(B) Promotion based purely on physical length of service without evaluation
(C) Classification into Class I, II, III, and IV civil service cadres
(D) Four career stages: Prathamik (Beginner), Praveen (Proficient), Kushal (Expert), and Margdarshak (Lead Specialist)

122. Under Section 18 of the RTE Act, 2009, no school (other than a school established, owned or controlled by government) shall be established or function without obtaining a:
(A) Certificate of Recognition from the prescribed authority
(B) License from the Income Tax Department
(C) Registration under the Companies Act
(D) Accreditation from NAAC

123. Consider the following statements regarding the 93rd Constitutional Amendment Act, 2005:
I. Inserted Clause (5) into Article 15 of the Constitution.
II. Enables reservations for SCs, STs, and SEBCs in higher educational institutions including private aided and unaided institutions.
III. Explicitly exempted minority educational institutions referred to in Article 30(1) from such reservation mandates.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

124. In an end-term exam, a multiple-choice item has four options (A, B, C, D). Option B is the correct answer. In distractor analysis, Option C is selected by 0% of students in both upper

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pedagogical adjustments rather than certifying final student achievement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

142. Under the RTE Act, 2009, Section 22 requires the School Management Committee (SMC) to prepare which document?
(A) Annual General Audit Report
(B) Teacher Disciplinary Manual
(C) State Curriculum Framework
(D) School Development Plan (SDP)

143. In the context of NEP 2020, what is 'PM SHRI'?
(A) Prime Minister's Scholarship for Higher Research Institutes
(B) Performance Measurement System for High Rate Innovation
(C) Pradhan Mantri Schools for Rising India - a centrally sponsored scheme to upgrade 14,500 schools as exemplar schools showcasing NEP 2020 implementation
(D) Public-Private Partnership Model for Secondary Higher Reform Initiative

144. A test developer calculates the difficulty index (P) for four items in a test: Item 1 ($P = 0.10$), Item 2 ($P = 0.50$), Item 3 ($P = 0.90$), Item 4 ($P = 0.00$). Which item provides MAXIMUM differential variance/information for a general norm-referenced achievement test?
(A) Item 1
(B) Item 2
(C) Item 3
(D) Item 4

145. Consider the following statements regarding the 'Secondary Stage' in the NEP 2020 5+3+3+4 structure:
I. Encompasses 4 years of multidisciplinary study covering Grades 9 to 12 (ages 14 to 18).
II. Offers subject choice flexibility and eliminates rigid boundaries between arts, humanities, and sciences.
III. Divides learning into two phases: Phase 1 (Grades 9-10) and Phase 2 (Grades 11-12).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

146. Which landmark judgment of the Supreme Court held that the provisions of the RTE Act, 2009 do NOT apply to minority educational institutions (both aided and unaided) covered under Article 30(1)?
(A) Unni Krishnan v. State of Andhra Pradesh (1993)
(B) Mohini Jain v. State of Karnataka (1992)
(C) Society for Unaided Private Schools v. Union of India (2012)
(D) Pramati Educational and Cultural Trust v. Union of India (2014)

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147. Under Section 7 of the RTE Act, 2009, financial and other responsibilities for implementing the provisions of the Act are shared between:
(A) Local Authorities and Non-Governmental Organizations exclusively
(B) Private school trusts and parents
(C) Central Government and World Bank
(D) Central Government and State Governments concurrently

148. What is the value of the Mode for a set of test marks given: 15, 22, 15, 38, 42, 15, 22, 50, 15?
(A) 15
(B) 22
(C) 38
(D) 26.2

149. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Competency-based learning shifts the focus of education from rote coverage of syllabus content to mastery of underlying skills and conceptual understanding.
Reason (R): Under competency-based education, students progress to higher modules only after demonstrating defined proficiency in key learning outcomes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

150. In item analysis, what is a 'Distractor'?
(A) A noise variable present in the examination hall
(B) An ambiguous statement in the stem of a

(C) 15%
(D) 20%

187. What does 'U-DISE+' stand for in Indian school administration management?
(A) Universal Digital Infrastructure for School Education Plus
(B) United Directorate Information System for Examinations Plus
(C) Unified District Inspection Scheme for Educators Plus
(D) Unified District Information System for Education Plus

188. A Delhi school Principal is reviewing the test construction process. A teacher submits a test where the items are so difficult that every student in the class scored between 10% and 25%. What is the nature of the score distribution skewness?
(A) Negatively Skewed (tail extends to the left)
(B) Positively Skewed (tail extends to the right)
(C) Symmetrical Normal Distribution
(D) Bimodal Distribution

189. Consider the following statements regarding 'Reliability Coefficients':
I. Reliability coefficient values range from -1.00 to $+1.00$.
II. A high-stakes standardized test should ideally have a reliability coefficient of 0.85 or higher.
III. Test length affects reliability; increasing the number of good-quality items generally increases reliability.
Which of the statements given above are correct?
(A) II and III only
(B) I and II only
(C) I and III only
(D) I, II and III

190. Which central scheme was launched in 2018 by subsuming Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE)?
(A) PM SHRI
(B) NIPUN Bharat
(C) DIKSHA
(D) Samagra Shiksha

191. Under Article 21A of the Constitution of India, the age group of children for whom free and compulsory education is guaranteed as a Fundamental Right is:
(A) 0 to 6 years
(B) 6 to 14 years
(C) 6 to 18 years
(D) 3 to 18 years

192. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Increasing the length of a test by adding parallel items increases its internal consistency reliability.
Reason (R): A longer test samples the construct domain more thoroughly, reducing the relative effect of random measurement error.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

193. In educational measurement, what is the term for a scoring guide used to evaluate performance-based tasks, consisting of clear criteria and detailed levels of achievement descriptors?
(A) Blueprint
(B) Anecdotal Record
(C) Cumulative Record Card
(D) Rubric

194. A school Head in Delhi is evaluating a diagnostic math test. In an item with 4 options (A, B, C, D), Option A is the correct answer. The distractors (B, C, D) represent specific common algorithmic errors made by students. What does this distractor design achieve?
(A) Lowering the validity of the test
(B) Biasing the test in favor of high achievers
(C) Violating Bloom's taxonomy guidelines
(D) High distractor efficiency for pinpointing student misconceptions

195. Consider the following statements regarding the 'National Education Policy 1986':
I. Recommended laying down a National System of Education based on a Common Educational Structure $(10 + 2 + 3)$.
II. Introduced the concept of 'Core Curriculum' to promote national integration and constitutional values.
III. Emphasized equal educational opportunities for women, SCs, STs, and minorities.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only

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overall development of children rather than remain textbook-centric.

IV. Making examinations more flexible and integrated into classroom life.

Which of the statements given above are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

160. Under the RTE Act, 2009, what is the mandatory minimum number of instructional hours per academic year prescribed for upper primary classes (Classes VI to VIII)?
(A) 800 hours
(B) 1000 hours
(C) 1200 hours
(D) 600 hours

161. For primary classes (Classes I to V), what is the mandatory minimum number of instructional hours per academic year prescribed under the RTE Act, 2009?
(A) 800 hours
(B) 1000 hours
(C) 1100 hours
(D) 1200 hours

162. Article 15(5) was added to the Constitution of India by which Constitutional Amendment?
(A) 42nd Amendment Act
(B) 86th Amendment Act
(C) 93rd Amendment Act
(D) 103rd Amendment Act

163. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): High correlation between two variables implies a direct cause-and-effect relationship between them.
Reason (R): Correlation measures only the strength and direction of linear association between two variables, not causation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

164. In test construction, what is the primary purpose of conducting a 'Pilot Study' or 'Pre-testing' of items on a representative sample of students?
(A) To publish official student grades in advance
(B) To train teachers on invigilation duties
(C) To fulfill financial audit formalities
(D) To collect empirical data for performing item analysis (difficulty index, discrimination index, distractor quality)

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165. Consider the following statements regarding the 'Holistic Progress Card' (HPC) under NEP 2020:

I. Incorporates self-assessment, peer-assessment, and teacher-assessment.

II. Evaluates progress across cognitive, affective, and psychomotor domains.

III. Focuses on tracking individual growth trajectories over time rather than comparative ranking.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

166. Under the RTE Act, 2009, Section 10 lays down the duty of every parent or guardian to:
(A) Pay tuition fees on time
(B) Provide private tuition to the child at home
(C) Attend every SMC meeting mandatorily
(D) Admit or cause to be admitted his or her child to an elementary education school in the neighbourhood

167. In statistics, what does a correlation coefficient (r) of -0.92 between hours of television watching and exam marks indicate?
(A) A very weak negative correlation
(B) A calculation error, as correlation cannot be negative
(C) A perfect positive relationship
(D) A strong negative linear relationship (as TV watching increases, exam marks tend to decrease)

168. A Vice-Principal is analyzing Class 12 term marks. The marks are normally distributed with a Mean (μ) of 70 and Standard Deviation (σ) of 10. What percentage of students scored between 60 and 80 marks?
(A) 50%
(B) 68.26%
(C) 95.44%
(D) 99.73%

169. Under NEP 2020, what is the designated target year for universal coverage of Early Childhood

206. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Article 30(1) grants religious and linguistic minorities the right to establish and administer educational institutions.
Reason (R): This fundamental right allows minority institutions to completely refuse state financial aid without fulfilling state health, safety, and academic qualification standards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

207. Which Section of the RTE Act, 2009 defines the duties of the Appropriate Government to provide free and compulsory elementary education to every child?
(A) Section 3
(B) Section 6
(C) Section 8
(D) Section 11

208. Consider the following regarding the National Curriculum Framework for Foundational Stage (NCFFS 2022):
I. Developed by NCERT based on NEP 2020 recommendations.
II. Focuses on play-based, activity-based, and inquiry-based pedagogy for children aged 3-8.
III. Mandates formal written examinations at age 4.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

209. A Delhi school Principal observes that a teacher's test has high reliability coefficient ($r = 0.92$), but the test items measure content outside the prescribed syllabus. What can be concluded about this test?
(A) The test is reliable and valid
(B) The test is neither reliable nor valid
(C) The test possesses high content validity
(D) The test is reliable but not valid for the prescribed syllabus

210. Under Article 51A(k) of the Indian Constitution, whose duty is it to provide opportunities for education to a child between the age of six and fourteen years?
(A) The School Principal
(B) The State Government
(C) Parent or Guardian
(D) Local Panchayat

211. What is the value of the Standard Deviation of a standard normal distribution (z-distribution)?
(A) 0
(B) 1
(C) 10
(D) 100

212. In educational evaluation, what is a 'Diagnostic Test' primarily used for?
(A) To assign final letter grades at the end of the academic year
(B) To rank students for scholarship awards
(C) To identify specific learning difficulties and conceptual misconceptions of individual students
(D) To evaluate teacher performance for promotion

213. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): The 86th Constitutional Amendment Act, 2002 made free and compulsory education a Fundamental Right under Article 21A.
Reason (R): The same amendment also substituted Article 45 in the Directive Principles to focus on early childhood care and education for children below six years of age.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

214. Under the RTE Act, 2009, what is the maximum Pupil-Teacher Ratio (PTR) prescribed for upper primary classes (Classes VI to VIII)?
(A) 30:1
(B) 35:1
(C) 40:1
(D) 45:1

215. Consider the following statements regarding 'Summative Assessment':
I. It is conducted at the end of a unit, term, or course.

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

179. Consider the following statements regarding the 'Pramati Educational and Cultural Trust' judgment (2014):
I. A 5-judge Constitution Bench of the Supreme Court upheld the validity of the 93rd Constitutional Amendment Act (Article 15(5)).
II. It held that Article 21A and the RTE Act, 2009 are unconstitutional insofar as they apply to minority schools (aided or unaided).
III. It declared that private unaided non-minority schools are completely exempt from RTE Act 2009 provisions.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

180. What is the formula for calculating Pearson's Product-Moment Correlation Coefficient (r) using raw scores, where $x = X - \bar{X}$ and $y = Y - \bar{Y}$?
(A) $r = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$
(B) $r = \frac{\sum x^2}{\sum y^2}$
(C) $r = \frac{\sum xy}{N \cdot \sigma_x}$
(D) $r = \frac{\sqrt{\sum xy}}{\sum x \cdot \sum y}$

181. Under NEP 2020, what is the proposed framework for assessment of students in Grades 3, 5, and 8?
(A) High-stakes public board examinations determining grade promotion
(B) Census-based school examinations conducted by appropriate authority to track progress and inform system improvements
(C) Elimination of all assessments until Grade 10
(D) Oral viva-voce conducted by external examiners

182. A school Vice-Principal is analyzing an achievement test. The test has 100 items. The top 27% group ($N = 30$) and bottom 27% group ($N = 30$) are selected for item analysis. On Item 15, 25 students in the top group and 5 students in the bottom group answered correctly. What is the Discrimination Index (D) of Item 15?
(A) $+0.67$
(B) $+0.50$
(C) $+0.33$
(D) $+1.00$

183. Consider the following statements regarding 'Diagnostic Assessment':
I. It is administered primarily before or at the beginning of instruction to identify students' prior knowledge, strengths, and specific learning gaps.
II. Its items focus on granular underlying learning prerequisites and common misconceptions.
III. Its results are used to assign summative term grades and rank students in class.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

184. Under the Indian Constitution, the Eighth Schedule contains how many officially recognized languages?
(A) 14
(B) 18
(C) 22
(D) 25

185. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Standardized achievement tests must possess established Norms (such as Percentile Ranks or Grade Equivalents).
Reason (R): Norms provide a frame of reference for interpreting an individual student's raw score relative to a representative standardization sample.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. Under the RTE Act, 2009, Section 26 mandates that the vacancies of teachers in a school specified in its schedule shall not exceed what percentage of total sanctioned strength?
(A) 5%
(B) 10%

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Care and Education (ECCE) for all children entering Grade 1?
(A) 2025
(B) 2030
(C) 2035
(D) 2040

170. Which Section of the RTE Act, 2009 lays down that no child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education (prior to 2019 amendment)?
(A) Section 12
(B) Section 14
(C) Section 16
(D) Section 18

171. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Standardized tests provide higher objectivity and comparability across different administrative settings compared to informal teacher-made classroom tests.
Reason (R): Standardized tests possess uniform procedures for administration, scoring, and norm-based interpretation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

172. Consider the following statements regarding the Radhakrishnan Commission (1948-49):
I. It was the first Education Commission appointed in independent India.
II. It focused primarily on University Education while recognizing its close linkages with Secondary Education.
III. It recommended establishing the University Grants Commission (UGC).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

173. What is the value of the Median for the following set of student scores: 12, 18, 22, 25, 30, 35, 40, 48?
(A) 25
(B) 27.5
(C) 30
(D) 28.5

174. In educational testing, what is 'Concurrent Validity'?
(A) The degree to which test scores correlate with a criterion measure obtained at approximately the same time
(B) The degree to which a test predicts future job performance 5 years later
(C) The visual appearance of a test to non-experts
(D) The agreement between two split halves of a single test

175. A school Head in Delhi is organizing continuous professional development (CPD) modules for teachers under NEP 2020. What digital platform launched by the Ministry of Education serves as the national infrastructure for teacher learning and teaching resources?
(A) SWAYAM PRABHA
(B) SHODH GANGA
(C) U-DISE+
(D) DIKSHA (Digital Infrastructure for Knowledge Sharing)

176. Which Article of the Indian Constitution directs the State to minimize inequalities in income, status, facilities, and opportunities among individuals and groups?
(A) Article 38(2)
(B) Article 39A
(C) Article 43
(D) Article 48

177. Under the RTE Act, 2009, if a school subjects a child to screening procedures during admission, what is the maximum fine for the first contravention under Section 13(2)(b)?
(A) Up to ₹25,000
(B) Up to ₹50,000
(C) Up to ₹1,000
(D) Up to ₹1,00,000

178. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): In a normal distribution curve, the Mean, Median, and Mode coincide at the absolute center of the distribution ($z = 0$).
Reason (R): A normal distribution is bilateral, bell-shaped, and perfectly symmetrical around its arithmetic mean.
(A) Both A and R are true and R is the correct explanation of A

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(D) I, II and III

196. Under Section 20 of the RTE Act, 2009, who has the power to alter or amend the Schedule specifying norms and standards for schools?
(A) State Governments by notification
(B) National Council of Educational Research and Training (NCERT)
(C) Central Board of Secondary Education (CBSE)
(D) Central Government by notification

197. In educational statistics, if the Mean of a distribution is 50 and the Standard Deviation is 10, what raw score corresponds to a z-score of -1.5?
(A) 35
(B) 40
(C) 45
(D) 65

198. Which Article of the Indian Constitution empowers the President to appoint a Special Officer for Linguistic Minorities to investigate all matters relating to safeguards provided for them?
(A) Article 350A
(B) Article 350B
(C) Article 351
(D) Article 343

199. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Criterion-referenced tests are ideal for selection and ranking candidates in competitive admissions exams.
Reason (R): Norm-referenced tests are specifically designed to discriminate among individuals to create wide score variance and relative rankings.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

200. Under NEP 2020, what is the target age group for 'Foundational Stage' education including ECCE?
(A) Ages 3 to 8
(B) Ages 6 to 14
(C) Ages 0 to 3
(D) Ages 8 to 11

201. In item analysis, if the Difficulty Index (P) of an item is 1.00, how many students in the sample answered the item correctly?
(A) 0% of students
(B) 50% of students
(C) 100% of students
(D) 27% of students

202. Consider the following statements regarding the Kothari Commission (1964-66):
I. Recommended spending 6% of National Income on Education.
II. Advocated the Common School System to promote social cohesion.
III. Recommended the 10+2+3 structure of education.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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203. A Vice-Principal is preparing a statistical report on Class 10 annual exam performance. The score distribution is negatively skewed (more high scores). What is the correct positional relationship between Mean, Median, and Mode?
(A) Mean < Median < Mode
(B) Mean > Median > Mode
(C) Mean = Median = Mode
(D) Mode < Mean < Median

204. Under Section 28 of the RTE Act, 2009, private tuition by government school teachers is:
(A) Allowed with prior written permission of the Head of School
(B) Allowed for maximum 2 hours per day after school hours
(C) Strictly prohibited under all circumstances
(D) Allowed only for students of other schools

205. In psychological measurement, what is 'Inter-Rater Reliability' (or Inter-Observer Agreement)?
(A) The consistency of scores across two different forms of a test
(B) The stability of scores over a 6-month time interval
(C) The internal consistency of split-half test items
(D) The consistency of scores assigned by two or more independent raters evaluating the same performance task

question
(C) An invalid statistical metric used in item difficulty calculation
(D) An incorrect option presented alongside the correct answer in a multiple-choice item

151. Which Article of the Indian Constitution grants all citizens the fundamental right to freedom of speech and expression, which includes the freedom of the press and access to information in educational environments?
(A) Article 19(1)(a)
(B) Article 19(1)(c)
(C) Article 21
(D) Article 14

152. Consider the following statements regarding 'Norm-Referenced' vs 'Criterion-Referenced' testing:
I. NRT typically yields percentile ranks, standard scores (z, T), and relative group rankings.
II. CRT typically yields percentage-correct scores or pass/mastery indicators based on cut-scores.
III. CRT requires a broad range of item difficulty (P-values near 0.50) to maximize score variance, whereas NRT uses items tightly aligned to domain mastery regardless of variance.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

153. A school Head is assessing the reliability of an internal test. The test has a correlation coefficient of 0.00 between two administrations conducted two weeks apart to the same group of students. What does this correlation coefficient indicate?
(A) Perfect test-retest reliability
(B) Total absence of test-retest reliability
(C) Strong negative test-retest reliability
(D) Moderate internal consistency

154. Under Section 31 of the RTE Act, 2009, which state-level statutory body is designated to monitor the protection of the child's right to education?
(A) State Council of Educational Research and Training (SCERT)
(B) Directorate of Education
(C) High Court of the State
(D) State Commission for Protection of Child Rights (SCPCR) / Right to Education Protection Authority (REPA)

155. National Education Policy 2020 aims to achieve 100% Gross Enrolment Ratio (GER) in school education from pre-school to secondary level by which year?
(A) 2025
(B) 2030
(C) 2035
(D) 2040

156. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Diagnostic testing should be administered after summative grading is completed to assign final ranks.
Reason (R): Diagnostic tests aim to uncover specific learning deficiencies during the learning process so that appropriate remedial interventions can be designed.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

157. Which statistical measure of dispersion is defined as the square root of the mean of the squared deviations from the arithmetic mean?
(A) Range
(B) Quartile Deviation
(C) Standard Deviation
(D) Mean Absolute Deviation

158. A Vice-Principal is analyzing the standard score of a student who scored 80 on a test where the mean is 50 and the standard deviation is 15. What is the student's z-score?
(A) $+2.00$
(B) $+1.50$
(C) $+1.00$
(D) $+0.50$

159. Consider the following statements regarding National Curriculum Framework 2005 (NCF 2005) guiding principles:
I. Connecting knowledge to life outside the school.
II. Ensuring that learning is shifted away from rote methods.
III. Enriching the curriculum to provide for

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II. Its primary purpose is to summarize, certify, and grade student achievement against learning benchmarks.
III. Its primary purpose is to provide immediate, actionable feedback during the learning process to modify ongoing teaching.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

216. A teacher conducts an achievement test in Class 8. The highest score is 98 and the lowest score is 42. What is the Range of this test score distribution?
(A) 56
(B) 60
(C) 140
(D) 70

217. Under NEP 2020, what is the envisioned role of 'PARAKH'?
(A) Centralized teacher recruitment board for Kendriya Vidyalayas
(B) Regulatory authority for university accreditation
(C) Financial auditing agency for school mid-day meals
(D) Standard-setting body for student assessment and evaluation across all recognized school boards in India

218. Which Article of the Indian Constitution safeguards the rights of minorities to establish and administer educational institutions of their choice?
(A) Article 29(1)
(B) Article 30(1)
(C) Article 21A
(D) Article 15(4)

219. In educational measurement, what is the relationship between Test Reliability ($r_{\times}$) and Standard Error of Measurement (SEM)?
(A) As reliability increases, SEM increases
(B) Reliability and SEM are completely independent
(C) Reliability and SEM always equal 1.00
(D) As reliability increases, SEM decreases

220. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Continuous and Comprehensive Evaluation (CCE) replaces all terminal summative evaluations with informal daily teacher notes.
Reason (R): CCE emphasizes assessing both scholastic and co-scholastic domains continuously throughout the academic year using diverse evaluation tools.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

221. Under Section 19 of the RTE Act, 2009, no school shall be established or recognized unless it fulfills the norms and standards specified in:
(A) The Schedule to the Act
(B) The Delhi School Education Rules 1973 exclusively
(C) The University Grants Commission Act
(D) The National Skill Development Framework

222. Consider the following statements regarding statistical measures of central tendency:
I. Mean is the arithmetic average of all scores.
II. Median is the 50th percentile of the distribution.
III. Mode is the value with highest frequency.
IV. Mode is always unique in any set of test scores.

Which of the statements given above are correct?
(A) I, II and III only
(B) I and II only
(C) III and IV only
(D) I, II, III and IV

223. A school Head in Delhi is reviewing test construction rules. A teacher drafts an item with a Discrimination Index (D) of $+0.55$ and a Difficulty Index (P) of 0.50. How should the Head of Institution evaluate this test item?
(A) Reject the item immediately as defective
(B) Retain the item as an excellent item with high discrimination and optimal difficulty
(C) Revise the item stem to make it more difficult
(D) Change the options to make it easier

224. Which Supreme Court case established that private unaided professional educational institutions have autonomy in admissions, but admissions must be fair, transparent, and non-exploitative?

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(A) P.A. Inamdar v. State of Maharashtra (2005)
(B) Mohini Jain v. State of Karnataka (1992)
(C) Bandhua Mukti Morcha v. Union of India (1984)
(D) Kerala Education Bill Case (1958)

225. In NEP 2020, what is the proposed framework for student report cards to replace traditional marks-only report cards?
(A) Single numeric percentile rank card
(B) Pass/Fail certificate without marks
(C) Standardized IQ test score report
(D) 360-degree Holistic Progress Card (HPC)

226. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Test validity is specific to a particular purpose and interpretation of test scores; a test is not valid in absolute terms for all purposes.
Reason (R): A test validated for measuring Class 10 mathematics achievement cannot be assumed valid for predicting future artistic talent.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

227. Under Section 3 of the RTE Act, 2009, every child of the age of 6 to 14 years shall have the right to free and compulsory education in a:
(A) Private boarding school
(B) Model school in state capital
(C) Specialized residential academy
(D) Neighbourhood school

228. Consider the following statements regarding 'Split-Half Reliability':
I. The test is divided into two equivalent halves (e.g., odd-numbered vs even-numbered items).
II. Pearson correlation is computed between scores on the two halves.
III. Spearman-Brown formula is applied to estimate the reliability of the total test length.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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229. A Delhi school Principal is reviewing school infrastructure compliance under RTE Act Schedule norms. Which of the following is NOT a mandatory physical infrastructure norm under the RTE Act Schedule?
(A) At least one classroom for every teacher and an office-cum-store-cum-Headmaster's room
(B) Barrier-free access
(C) Separate toilets for boys and girls
(D) Air-conditioned computer laboratory in every primary school

230. What is the value of the Mean of a standard normal distribution (z-score distribution)?
(A) 0
(B) 1
(C) 50
(D) 100

231. Under Article 350A of the Indian Constitution, the responsibility to provide facilities for instruction in mother-tongue at the primary stage lies with:
(A) Central Government only
(B) Private school trusts only
(C) National Commission for Minorities
(D) Every State and every local authority within the State

232. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Item analysis enables test developers to select high-quality items and eliminate ambiguous or non-discriminating items.
Reason (R): Item analysis yields statistical indicators including the Item Difficulty Index (P), Item Discrimination Index (D), and Distractor Efficiency.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

233. In educational testing, what is 'Predictive Validity'?
(A) The correlation between two halves of the same test
(B) The percentage of students passing a test
(C) The agreement between classroom teachers and external invigilators
(D) The degree to which test scores accurately

predict performance on a future criterion measure

234. Consider the following statements regarding NIPUN Bharat Mission:
I. Launched under the aegis of Samagra Shiksha.
II. Aims to cover the learning needs of children in the age group of 3 to 9 years.
III. Targets universal achievement of FLN by Grade 3 by 2026-27.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

235. A Vice-Principal is analyzing test results where the score distribution has two distinct peak modes (e.g., at marks 40 and 80). What is this distribution called?
(A) Unimodal Distribution
(B) Bimodal Distribution
(C) Normal Distribution
(D) Rectangular Distribution

236. Under Section 12(1)(c) of the RTE Act, 2009, private unaided schools must admit children belonging to weaker sections and disadvantaged groups in Class 1 to the extent of at least:
(A) 10%
(B) 15%
(C) 25%
(D) 33%

237. Which Article of the Indian Constitution specifies that "No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them"?
(A) Article 15(1)
(B) Article 29(2)
(C) Article 30(1)
(D) Article 21A

238. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Objectivity in a test minimizes scorer bias, ensuring that different evaluators score the same test paper identically.
Reason (R): Multiple-choice tests exhibit high scoring objectivity compared to extended essay-type examinations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

239. In educational measurement, what does a Table of Specifications (Blueprint) balance?
(A) Teacher salaries, student fees, and operational expenses
(B) Formative assessment dates, term-end holidays, and vacation schedules
(C) Student attendance, physical height, and weight metrics
(D) Content domains, instructional objectives, and item types according to assigned weightages

240. Consider the following statements regarding National Education Policy 2020 recommendations on assessment reform:
I. Shift from summative assessment to regular and formative assessment.
II. Focus on testing higher-order skills such as analysis, critical thinking, and conceptual clarity.
III. PARAKH to set norms, standards, and guidelines for assessment and evaluation across school boards.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

241. A school Principal in Delhi receives a complaint that a student was subjected to mental harassment and corporal punishment by a teacher. Under which Section of the RTE Act, 2009 is physical punishment and mental harassment explicitly prohibited, making it a statutory violation?
(A) Section 14
(B) Section 17
(C) Section 21
(D) Section 29

242. What is the value of Variance (σ^2) if the Standard Deviation (σ) of a set of test scores is 6?
(A) 12
(B) 36
(C) 3
(D) 60

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243. Under the RTE Act, 2009, which body is specified under Section 33 to advise the Central Government on the implementation of the Act?
(A) Central Advisory Board of Education (CABE)
(B) National Council for Teacher Education (NCTE)
(C) NITI Aayog
(D) National Advisory Council (NAC)

244. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Standardized norm-referenced tests are primarily designed to diagnose specific individual learning difficulties in daily classroom lessons.
Reason (R): Diagnostic tests focus on specific prerequisite skills and common errors rather than comparing an individual's total score against a normative group.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

245. In educational statistics, what is the formula for calculating z-score from raw score (X), mean ($\bar{X}$), and standard deviation (σ)?
(A) $z = \frac{X - \bar{X}}{\sigma}$
(B) $z = \frac{\bar{X} - X}{\sigma}$
(C) $z = \frac{\sigma}{X - \bar{X}}$
(D) $z = (X - \bar{X}) \cdot \sigma$

246. Consider the following statements regarding the 86th Constitutional Amendment Act, 2002:
I. Inserted Article 21A as a Fundamental Right.
II. Amended Article 45 in Directive Principles of State Policy.
III. Added Clause (k) to Article 51A as a Fundamental Duty.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

247. A Vice-Principal is analyzing item stats. An item has an Item Difficulty Index (P) of 0.05. What does this indicate?
(A) 95% of students answered correctly, making it extremely easy
(B) The item discriminates exceptionally well
(C) The item has zero distractor efficiency
(D) Only 5% of students answered the item correctly, making it extremely difficult

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248. Under NEP 2020, what is the envisioned role of the 'Preparatory Stage'?
(A) Play, discovery, and activity-based learning mixed with light textbook learning for Grades 3 to 5 (ages 8-11)
(B) Rigorous stream-based specialized education for Grades 11 and 12
(C) Vocational apprenticeship training for dropouts
(D) Pre-school Anganwadi care for age 3-6

249. Which Education Commission recommended the setting up of District Institutes of Education and Training (DIETs) to provide quality pre-service and in-service teacher education?
(A) Kothari Commission (1964-66)
(B) Secondary Education Commission (1952-53)
(C) University Education Commission (1948-49)
(D) National Policy on Education (NPE 1986)

250. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Constructing a Blueprint ensures that a test maintains balanced content validity.
Reason (R): A Blueprint maps test items against specific instructional objectives and topics, preventing over-representation or omission of syllabus areas.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

251. Under Section 27 of the RTE Act, 2009, school teachers are permitted to be deployed for which of the following non-educational duties?
I. Decennial population census
II. Disaster relief duties
III. Duties relating to elections to local authorities, State Legislatures, and Parliament
Which of the duties given above are permitted?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

252. A school Head in Delhi wants to measure the correlation between student ranks in Class 10 Art and ranks in Music. Which statistical measure is MOST appropriate for rank-ordered data?
(A) Pearson Product-Moment Correlation Coefficient
(B) Spearman Rank-Order Correlation Coefficient (ρ)
(C) Standard Deviation
(D) Chi-Square Test of Independence

253. In educational testing, what is 'Test-Retest Reliability'?
(A) The correlation between two different forms of a test administered at the same time
(B) The correlation between odd and even items of a test
(C) The agreement between two independent test scorers
(D) The consistency of test scores obtained by administering the exact same test to the same group of individuals on two different occasions

254. Consider the following statements regarding the 'Holistic Progress Card' (HPC):
I. It replaces traditional single-mark report cards with a 360-degree multidimensional report.
II. It includes progress in cognitive, affective, and psychomotor domains.
III. It incorporates self-assessment, peer-assessment, and teacher-assessment.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

255. What is the value of the 50th Percentile (P_{50}) in any continuous score distribution?
(A) Arithmetic Mean
(B) Mode
(C) Standard Deviation
(D) Median

256. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): The 42nd Constitutional Amendment Act of 1976 placed Education in List III (Concurrent List) of the Seventh Schedule.
Reason (R): Placing education in the Concurrent List allowed Parliament to enact uniform national legislation like the RTE Act, 2009.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

257. Under the RTE Act, 2009, Section 16 (as amended in 2019) allows regular examinations at the end of Class 5 and Class 8. If a child fails the examination, what opportunity must be provided before any detention?
(A) Immediate expulsion without re-examination
(B) Mandatory transfer to another school
(C) Retention in Class 1
(D) Re-examination within two months after providing remedial instruction

258. A Vice-Principal is reviewing standard score conversions. A student's z-score is calculated as $+2.0$. What is the student's corresponding T-score (where $T = 50 + 10z$)?
(A) 50
(B) 60
(C) 70
(D) 80

259. Consider the following statements regarding the National Education Policy 2020:
I. Proposes 5+3+3+4 school structure.
II. Targets 100% Gross Enrolment Ratio (GER) in school education by 2030.
III. Mandates National Assessment Centre 'PARAKH'.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

260. Which landmark judgment of the Supreme Court held that education is not a commerce or trade and that commercialization/profiteering in education is unconstitutional?
(A) Mohini Jain v. State of Karnataka (1992)
(B) Unni Krishnan v. State of Andhra Pradesh (1993)
(C) T.M.A. Pai Foundation v. State of Karnataka (2002)

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(D) Islamic Academy of Education v. State of Karnataka (2003)

261. In educational measurement, what is 'Content Validity'?
(A) The correlation of test scores with a future performance standard
(B) The degree to which a test measures abstract psychological constructs
(C) The statistical agreement between two parallel test forms
(D) The extent to which test items representative sample the specified content domain and instructional objectives being measured

262. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Formative assessment is primarily designed for grading and ranking students at the end of a session.
Reason (R): Summative assessment is conducted at the end of instruction to evaluate total learning achievement against standards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

263. Under Section 21 of the RTE Act, 2009, what is the minimum percentage of parent/guardian members required in a School Management Committee (SMC)?
(A) 50%
(B) 60%
(C) 75%
(D) 80%

264. What statistical metric is defined as the difference between the 3rd Quartile (Q_3) and the 1st Quartile (Q_1), divided by 2?
(A) Range
(B) Semi-Interquartile Range (Quartile Deviation)
(C) Standard Deviation
(D) Mean Absolute Deviation

265. A school Head in Delhi is evaluating item analysis data. Item 10 has a Difficulty Index (P) of 0.50 and a Discrimination Index (D) of $+0.60$. Item 20 has a Difficulty Index (P) of 0.95 and a Discrimination Index (D) of 0.05. Which item is superior for a norm-referenced achievement test?
(A) Item 20
(B) Both items are equally good
(C) Neither item is acceptable
(D) Item 10

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266. Consider the following statements regarding the 93rd Constitutional Amendment Act, 2005:
I. Added Article 15(5) to the Constitution.
II. Enables special provisions for SCs, STs, and SEBCs in educational institutions.
III. Exempts minority educational institutions under Article 30(1).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

267. Under NEP 2020, what is the envisioned structure of the 'Foundational Stage'?
(A) Grades 3 to 5 (ages 8 to 11)
(B) Grades 6 to 8 (ages 11 to 14)
(C) Grades 9 to 12 (ages 14 to 18)
(D) 3 years of Anganwadi/Pre-school + Grades 1 and 2 (ages 3 to 8)

268. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Standardized diagnostic tests yield specific details on student learning errors to guide remedial teaching.
Reason (R): Diagnostic tests focus on granular prerequisite skills and common error patterns rather than broad total scores.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

269. Under Section 14 of the RTE Act, 2009, no child shall be denied admission in a school for lack of age proof. Age proof includes:
(A) Birth Certificate issued under Births, Deaths and Marriages Registration Act
(B) Hospital or Auxiliary Nurse and Midwife (ANM) register record
(C) Declaration of age by parent or guardian
(D) Any of the above

270. In educational statistics, what percentage of area under a normal probability curve lies between Mean -2σ and Mean $+2\sigma$?
(A) 68.26%
(B) 95.44%
(C) 99.73%
(D) 50.00%

271. A Delhi school Vice-Principal calculates the mean score of 50 students as 60. Later, it is discovered that a score of 70 was misread as 20. What is the corrected mean score?
(A) 60
(B) 62
(C) 65
(D) 61

272. Consider the following statements regarding Samagra Shiksha Scheme:
I. Subsumed SSA, RMSA, and Teacher Education (TE).
II. Extends from pre-school to Class 12.
III. Aligned with Sustainable Development Goal for Education (SDG 4).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

273. Which Section of the RTE Act, 2009 prohibits subjecting a child or parent to any screening procedure during admission?
(A) Section 12
(B) Section 13(1)
(C) Section 15
(D) Section 17

274. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Reliable tests always yield valid inferences for any given purpose.
Reason (R): Reliability measures consistency, while validity measures whether the test accurately measures what it purports to measure.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

275. In test construction, what is the primary purpose of drafting a 'Blueprint' (Table of Specifications)?
(A) To set invigilation duties for teachers
(B) To record student attendance during exams
(C) To calculate standard deviation of marks
(D) To align test items proportionally across content areas, cognitive domains, and item types

276. Under Article 46 of the Indian Constitution, the State shall promote with special care the educational and economic interests of:
(A) Foreign students
(B) Weaker sections of the people, and, in particular, SCs and STs
(C) Urban corporate employees
(D) Defense personnel exclusively

277. A school Head in Delhi is evaluating an achievement test item. Out of 50 students in the upper group, 40 got it right. Out of 50 students in the lower group, 10 got it right. What is the Discrimination Index (D)?
(A) $+0.50$
(B) $+0.30$
(C) $+0.80$
(D) $+0.60$

278. Consider the following statements regarding NCF-SE 2023:
I. Covers four stages of school education: Foundational, Preparatory, Middle, Secondary.
II. Advocates multidisciplinary choices in Grades 11 and 12 without rigid stream division.
III. Formulated by the Steering Committee chaired by Dr. K. Kasturirangan.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

279. What statistical metric represents the square of the Standard Deviation (σ^2)?
(A) Mean Deviation
(B) Variance
(C) Quartile Deviation
(D) Range

280. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Article 350A directs States to provide facilities for instruction in mother-tongue at the primary stage for linguistic minorities.

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Reason (R): Learning in mother-tongue during foundational years enhances cognitive development and literacy acquisition.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

281. Under Section 17 of the RTE Act, 2009, whoever violates the prohibition of physical punishment or mental harassment shall be liable to:
(A) Flat statutory fine of ₹1,00,000
(B) Automatic cancellation of teaching degree
(C) Imprisonment of 10 years
(D) Disciplinary action under the service rules applicable to such person

282. In educational testing, what is 'Split-Half Reliability'?
(A) Correlation between two tests administered 6 months apart
(B) Agreement between two external evaluators
(C) Correlation between entrance test score and final degree grade
(D) Internal consistency estimate calculated by splitting a test into two halves and correlating student scores on the two halves

283. A Vice-Principal calculates the standard deviation of Class 12 Chemistry scores as 8. If 10 marks are added to every student's score, what will be the new Standard Deviation?
(A) 18
(B) 8
(C) 80
(D) 4

284. Consider the following statements regarding NIPUN Bharat Mission:
I. Focuses on Foundational Literacy and Numeracy (FLN).
II. Targets children aged 3 to 9 years (pre-school to Grade 3).
III. Part of Samagra Shiksha flagship initiative.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

285. Which Section of the RTE Act, 2009 lays down the duties of teachers including regular attendance, curriculum completion, and assessing learning abilities?
(A) Section 21
(B) Section 28
(C) Section 30
(D) Section 24

286. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): In a standard normal curve, the total area under the curve is equal to 1.00 (or 100%).
Reason (R): The normal distribution is a probability density function where total probability across all possible outcomes sums to unity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

287. What is the value of the Median score for the following dataset: 5, 8, 12, 15, 20, 22, 28?
(A) 15
(B) 12
(C) 20
(D) 14.3

MCQGPT

288. Under Article 28(3) of the Indian Constitution, no person attending an educational institution recognized or aided by the State shall be required to take part in religious instruction UNLESS:
(A) The State Government issues a special mandate
(B) The school Principal orders compulsory attendance
(C) The student belongs to the majority religion
(D) The person (or if a minor, their guardian) has given consent thereto

289. A Delhi school Principal is reviewing the test items of an end-term exam. An item has a negative Discrimination Index ($D = -0.30$). How should the Head of Institution react?
(A) Retain the item because it challenges top students
(B) Award bonus marks to all students who skipped the item
(C) Increase the weightage of the item in final grading
(D) Reject or revise the item because more low-performing students answered it correctly

than high-performing students

290. Consider the following statements regarding the 86th Constitutional Amendment Act, 2002:
I. Enacted during the Prime Ministership of Atal Bihari Vajpayee.
II. Inserted Article 21A into Part III (Fundamental Rights).
III. Substituted Article 45 in Part IV (Directive Principles).
IV. Added Article 51A(k) in Part IVA (Fundamental Duties).
Which of the statements given above are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

291. In educational measurement, what is 'Face Validity'?
(A) Statistical correlation with an established benchmark criterion
(B) Construct validity verified by factor analysis
(C) Internal consistency evaluated by KR-20 formula
(D) The degree to which a test appears to non-experts and examinees to measure what it claims to measure

292. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Percentile ranks provide equal-interval scaling across all points of a test score distribution.
Reason (R): Percentile ranks cluster densely near the mean and spread out at the extremes, distorting raw score differences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

293. Under the RTE Act, 2009, Section 25 mandates maintaining the Pupil-Teacher Ratio (PTR). What is the PTR norm for primary schools for enrollment up to 200 students?
(A) 30:1
(B) 35:1
(C) 40:1
(D) 25:1

294. In statistics, what is the formula for calculating T-score from z-score?
(A) $T = 50 + 10z$
(B) $T = 100 + 15z$
(C) $T = 10 + 50z$
(D) $T = z + 50$

MCQGPT

295. A Vice-Principal is analyzing test results. The score distribution has a tail extending far out to the right (higher scores). What is the skewness of this distribution?
(A) Positively Skewed
(B) Negatively Skewed
(C) Symmetrical
(D) Mesokurtic

296. Consider the following statements regarding Article 30(1A) of the Indian Constitution:
I. Inserted by the 44th Constitutional Amendment Act, 1978.
II. Relates to compulsory acquisition of property of minority educational institutions by the State.
III. Mandates that compensation fixed by State must not restrict or abrogate the right guaranteed under Article 30(1).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

297. Which Education Commission recommended the 'Common School System' to build an egalitarian society in India?
(A) Radhakrishnan Commission (1948-49)
(B) Mudaliar Commission (1952-53)
(C) Kothari Commission (1964-66)
(D) National Knowledge Commission (2005)

298. Read the following statements regarding Assertion (A) and Reason (R):
Assertion (A): Competency-based assessment focuses on evaluating students' ability to apply core skills and concepts in practical contexts.
Reason (R): Competency-based education prioritizes rote memorization of textbook answers for high-stakes examinations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

10. (D) I, II and III
The Rights of Persons with Disabilities Act 2016 mandates free education for benchmark disabled children aged six to eighteen. Article 41 directs state provision for securing education in cases of disablement. National Education Policy 2020 reinforces inclusive schooling with barrier-free facilities, adaptive technologies, resource centers, and tailored pedagogical support across all levels.

11. (A) Unni Krishnan, J.P. v. State of Andhra Pradesh (1993)
In Unni Krishnan, J.P. v. State of Andhra Pradesh (1993), a five-judge Constitution Bench refined the earlier Mohini Jain ruling. The Supreme Court held that the fundamental right to free education under Article 21 extends only up to fourteen years of age, after which higher education rights remain subject to state economic capacity.

12. (B) Unaided minority educational institutions protected under Article 30(1)
In Society for Unaided Private Schools of Rajasthan v. Union of India (2012), the Supreme Court upheld Section 12(1)(c) of the RTE Act 2009 for government, aided, and unaided non-minority schools. However, it held that compelling unaided minority institutions to reserve seats would violate constitutional guarantees granted under Article 30(1).

13. (C) 93rd Constitutional Amendment Act, 2005
The 93rd Constitutional Amendment Act of 2005 inserted Clause (5) into Article 15 of the Indian Constitution. This clause enables the State to make special legal provisions and reservations for Scheduled Castes, Scheduled Tribes, and Socially and Educationally Backward Classes in educational admissions, including private aided and unaided institutions, excluding minority institutions.

14. (C) 10%
The 103rd Constitutional Amendment Act of 2019 amended Articles 15 and 16, introducing a maximum of ten percent reservation for Economically Weaker Sections among citizens who are not covered under existing reservations for Scheduled Castes, Scheduled Tribes, and Socially and Educationally Backward Classes in admissions and public employment.

15. (D) Any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State
Article 16(4) of the Constitution empowers the State to make provisions for reservation in appointments or posts in public services, including public school teaching cadres. This provision specifically targets any backward class of citizens that, in the State's judgment, lacks adequate representation within the services maintained under government authority.

16. (C) The weaker sections of the people, and, in particular, the Scheduled Castes and the Scheduled Tribes
Article 46 of the Directive Principles of State Policy directs the State to promote with special care the educational and economic interests of the weaker sections of the people, specifically focusing on Scheduled Castes and Scheduled Tribes. It obligates the government to protect these communities from social injustice and all forms of exploitation.

17. (D) A is false but R is true
Article 30(1) guarantees minorities the right to establish and administer educational institutions, but this autonomy is not absolute. State regulatory measures concerning academic standards, safety, health, teacher qualifications, and administrative welfare apply equally to minority institutions to ensure educational efficiency and protect student welfare without infringing upon core administration.

18. (C) Kothari Commission (1964-66)
The Education Commission (1964-66), chaired by Dr. D.S. Kothari, officially recommended the Three-Language Formula for secondary schools. This policy framework aimed to promote national integration and multilingualism by requiring students to study the Hindi language, English language, and a modern Indian language, preferably a southern language in Hindi-speaking states.

19. (B) Dr. A. Lakshmanaswami Mudaliar
The Secondary Education Commission (1952-53) was chaired by Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of Madras University. Popularly known as the Mudaliar Commission, it recommended structural reorganizations in secondary education, introducing diversified courses, multipurpose schools, technical streams,

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ANSWERS

1. (C) 86th Constitutional Amendment Act, 2002
The 86th Constitutional Amendment Act, enacted in 2002, introduced Article 21A into the Indian Constitution. This landmark amendment declared free and compulsory education a Fundamental Right for all children aged six to fourteen years. Additionally, it modified Article 45 in the Directive Principles and added Clause (k) to Article 51A, creating a fundamental duty for parents.

2. (A) Article 45
Article 45 of the Constitution of India contains a Directive Principle of State Policy regarding early childhood education. Following the 86th Constitutional Amendment Act of 2002, this provision was modified to mandate that the State shall endeavour to provide early childhood care and education for all children until they complete six years of age.

3. (D) Clause (k)
Clause (k) was added to Article 51A of the Indian Constitution through the 86th Constitutional Amendment Act in 2002. This provision establishes a fundamental duty for every parent or guardian to provide opportunities for education to their child or ward between the ages of six and fourteen years, reinforcing the right to elementary education.

4. (A) Mohini Jain v. State of Karnataka (1992)
In Mohini Jain v. State of Karnataka (1992), famously known as the Capitation Fee Case, the Supreme Court of India declared that the right to education is an integral part of the right to life under Article 21. The ruling established that human dignity cannot be realized without education, laying the foundation for future constitutional recognition.

5. (A) Both A and R are true and R is the correct explanation of A
The 42nd Constitutional Amendment Act of 1976 transferred education from the State List to the Concurrent List in the Seventh Schedule. Placing education on the Concurrent List allows both Parliament and State Legislatures to enact laws, promoting uniform national standards while simultaneously enabling individual states to address local contextual requirements through statutory adaptations.

6. (D) Educational institutions wholly maintained out of State funds
Article 28(1) of the Indian Constitution explicitly prohibits religious instruction in educational institutions that are wholly maintained out of State funds. This restriction ensures the secular character of state-run education. However, this prohibition does not apply to institutions established under trusts or endowments that require religious instruction, even if administered by the State.

7. (A) I and II only
Article 30 guarantees religious and linguistic minorities the right to establish and administer educational institutions. Article 30(1A) mandates fair compensation during compulsory state acquisition of minority institution property to preserve this right. However, minority institutions are not exempt from state regulations regarding academic standards, health, sanitation, teacher qualifications, and administrative efficiency.

8. (C) Religion, race, caste, language or any of them
Article 29(2) of the Indian Constitution mandates that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language, or any of them. This provision protects individual rights against discrimination in state-funded educational settings.

9. (D) Linguistic Minority Groups
Article 350A of the Indian Constitution places a duty upon every State and local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education for children belonging to linguistic minority groups. It empowers the President to issue necessary directives to any State to ensure implementation.

MCQGPT

299. Under Section 16 of the RTE Act (as amended in 2019), if a child fails the re-examination conducted for Class 5 or Class 8, the appropriate Government may:
(A) Allow the school to detain the child in that class
(B) Mandatorily expel the child from school
(C) Cancel the school's recognition
(D) Impose a fine on the parents

300. In NEP 2020, what is the new structure of school education replacing the 10+2 pattern?
(A) 5+3+3+4
(B) 3+4+4+5
(C) 5+4+3+2
(D) 4+4+3+5

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and continuous evaluation systems across Indian secondary educational institutions.

20. (A) P-2, Q-1, R-3, S-4
The Kothari Commission report was titled "Education and National Development". The Yashpal Committee (1993) published "Learning Without Burden" addressing curriculum overload. The Radhakrishnan Commission (1948-49) focused on university education structure, while the Mudaliar Commission (1952-53) concentrated specifically on secondary education reorganisation and diversified stream curricular models.

21. (A) Operation Blackboard
Operation Blackboard was launched in 1987 as a Centrally Sponsored Scheme following the directives of the National Policy on Education 1986. The initiative aimed to improve minimum essential physical facilities, instructional materials, teaching equipment, separate toilets, and two primary teachers in all primary schools across India.

22. (A) Acharya Ramamurti Committee
The Acharya Ramamurti Committee was appointed in 1990 to review the National Policy on Education 1986. Its comprehensive report, titled "Towards an Enlightened and Humane Society", highlighted implementation gaps and social inequities, serving as the foundational reference for subsequent revisions incorporated into the Programme of Action 1992.

23. (D) 25%
Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act, 2009 mandates that private unaided non-minority schools must reserve at least twenty-five percent of seats in Class 1, or entry-level pre-school classes, for children belonging to disadvantaged groups and weaker economic sections in the neighbourhood.

24. (B) Section 13
Section 13 of the Right of Children to Free and Compulsory Education Act 2009 strictly prohibits schools from collecting capitation fees or subjecting children or parents to screening procedures during admission. Violation incurs financial penalties up to ten times the capitation fee and statutory fines for screening procedures.

25. (D) I, II, III and IV
Section 21 of the RTE Act 2009 mandates School Management Committees in elementary schools. At least 75% of members must be parents or guardians, with proportionate representation for disadvantaged and weaker sections. Furthermore, women must constitute at least 50% of the total committee membership, which prepares the School Development Plan.

26. (A) Subjecting a child to physical punishment or mental harassment
Section 17 of the RTE Act 2009 explicitly prohibits subjecting any child to physical punishment or mental harassment in schools. The statute classifies corporal punishment as a punishable offense and directs competent authorities to take appropriate disciplinary action under service rules against personnel who violate these provisions.

27. (B) 200 days and 220 days
The Schedule under the RTE Act 2009 establishes minimum working days per academic year for elementary schools. Primary classes (Classes I to V) require a minimum of 200 working days, whereas upper primary classes (Classes VI to VIII) require at least 220 working days to ensure adequate instructional completion.

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28. (C) 30:1
The Schedule of the RTE Act 2009 prescribes a Pupil-Teacher Ratio of 30:1 for primary schools (Classes I to V) with enrollments up to 200 students. Two teachers are required for up to 60 students, three for 61–90, four for 91–120, and five for 121–200 pupils.

29. (A) Both A and R are true and R is the correct explanation of A
Section 27 of the RTE Act 2009 strictly prohibits deploying school teachers for non-educational administrative tasks. The statute restricts non-educational teacher deployment exclusively to three statutory exceptions: decennial population census operations, disaster relief duties, and elections to local bodies, State Legislatures, and Parliament, thereby safeguarding academic instructional time.

30. (C) Hold a regular examination at the end of Class 5 and Class 8, and detain a child if they

73. (A) I and II only
NEP 2020 mandates at least 50 hours of Continuous Professional Development annually for teachers and principals, and establishes a 4-year integrated B.Ed. as the minimum teaching qualification by 2030. Performance appraisal is tied to multi-metric competency standards rather than strictly student test pass percentages.

74. (C) National Council for Teacher Education (NCTE) in restructuring with NCERT
NEP 2020 mandates the National Council for Teacher Education (NCTE) to draft the National Professional Standards for Teachers (NPST). Developed in restructuring with NCERT, teachers, and higher education institutions, NPST outlines clear career stages, expected competencies, professional ethics, and performance benchmarks across teaching roles.

75. (D) School Management Committee (SMC) / School Management and Development Committee (SMDC)
Under Samagra Shiksha, the School Management Committee at elementary levels and the School Management and Development Committee at secondary levels handle school-level planning, grant utilization, infrastructure development, and monitoring. They prepare School Development Plans and ensure efficient deployment of composite school funds.

76. (B) Quartile Deviation (Semi-Interquartile Range)
Quartile Deviation, or Semi-Interquartile Range, is calculated as half the difference between the third quartile (Q_3 or P_{75}) and the first quartile (Q_1 or P_{25}). Expressed as $\frac{Q_3 - Q_1}{2}$, it measures dispersion around the median while excluding extreme tails.

77. (B) I and III only
Variance equals the squared standard deviation (σ^2). Standard deviation is mathematically derived from a positive square root and cannot be negative. Adding a constant value to every score shifts the distribution mean by that constant but leaves the spread and standard deviation unchanged.

78. (A) Both A and R are true and R is the correct explanation of A
Reliability indicates score consistency across test instances, whereas validity assesses whether an instrument accurately measures its intended construct. A test can yield consistently repeatable scores while systematically measuring the wrong variable, demonstrating that high reliability is necessary but insufficient alone to ensure test validity.

79. (C) Educational advancement of Socially and Educationally Backward Classes (SEBCs) or for SCs and STs
Article 15(4) was introduced by the 1st Constitutional Amendment Act in 1951 following the Champakam Dorairajan case. It empowers the State to make special provisions for the advancement of Socially and Educationally Backward Classes of citizens, as well as for Scheduled Castes and Scheduled Tribes.

80. (C) Article 29(2) applies specifically to admission to educational institutions maintained or aided by the State, and omits 'sex' and 'place of birth' from its listed prohibited grounds.
Article 15(1) provides general protection against discrimination based on religion, race, caste, sex, or place of birth. Article 29(2) applies specifically to educational admissions in State-maintained or state-aided institutions, prohibiting denial based on religion, race, caste, or language, omitting sex and place of birth.

81. (D) The ease of administration, time efficiency, cost-effectiveness, clarity of directions, and ease of scoring
In test evaluation, Usability or Practicability refers to practical operational factors of assessment administration. It encompasses the ease of conducting the test, reasonable time limits, financial economy, clear administration instructions, straightforward scoring procedures, and manageable interpretation requirements for teachers and administrators.

82. (A) I and II only
Bloom's Revised Taxonomy lists cognitive levels in ascending order: Remember, Understand, Apply, Analyze, Evaluate, and Create, with 'Create' placed at the top level. 'Analyze' belongs to Higher-Order Thinking Skills (HOTS) alongside Evaluate and Create, making the third statement incorrect.

83. (C) 0.00
The Discrimination Index (D) measures an item's ability to differentiate between high

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indicators highlight systemic social, economic, and institutional barriers that cause reduced school participation, higher dropout rates, and unequal access among female and gender-diverse learners.

41. (D) Systemic, sample-based evaluation to assess the health of the school education system and learning levels of students in specific grades
The National Achievement Survey, conducted periodically by the Ministry of Education, is a large-scale, sample-based assessment. Rather than testing individual student performance or assigning personal ranks, NAS measures broader educational system health by evaluating grade-level learning outcomes across key subjects in Classes 3, 5, 8, and 10.

42. (A) Measurement assigns a numerical value to an attribute, whereas Evaluation attaches a value judgment or decision based on that measurement
Measurement is the quantitative process of assigning numbers to attributes or student performance using standard metrics or tests. Evaluation is a broader, qualitative process that interprets those numerical measurement scores against specific educational standards, goals, or benchmarks to make value judgments and informed pedagogical decisions.

43. (A) I and II only
Formative assessment monitors learning during instruction to provide continuous instructional feedback. Summative assessment evaluates cumulative achievement at the end of an instructional unit against standards. Assessment FOR learning corresponds to formative assessment, whereas Assessment OF learning represents summative assessment, making the third statement conceptually inaccurate.

44. (B) Assessment AS Learning
Assessment AS Learning occurs when students actively engage in self-assessment, peer-assessment, and critical reflection on their learning processes. By taking responsibility for monitoring their own metacognitive strategies, setting personal goals, and evaluating progress, learners become active managers of their educational development alongside teacher-guided feedback.

45. (A) It measures a student's performance against a predefined specific standard or learning objective
A Criterion-Referenced Test measures student performance against fixed, predefined learning standards, specific competencies, or explicit curriculum objectives. Unlike norm-referenced tests, an individual's score indicates absolute mastery of target knowledge or skills, independent of the relative performance or scores achieved by other peer group test-takers.

46. (C) Norm-Referenced Test (NRT)
A Norm-Referenced Test evaluates an individual student's test score relative to the distribution of scores achieved by a representative peer norm group. By placing performance on a standardized comparative scale, such as percentile ranks or standard scores, NRTs determine an examinee's relative standing within a population.

47. (A) I, II and III only
Reliability reflects score consistency, validity indicates whether a test measures its intended construct, and objectivity ensures freedom from scorer bias. High reliability is a necessary condition for validity, but high reliability alone does not automatically guarantee that a test instrument is valid for its intended educational purpose.

48. (A) Both A and R are true and R is the correct explanation of A
Constructing a test Blueprint before writing items is essential for establishing content validity. The Blueprint establishes a detailed grid mapping subject topics, cognitive objective levels, and question types, ensuring that the final test paper proportionally reflects the specified syllabus weightages without over-representing or omitting content.

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49. (B) The item is relatively easy; 85% answered correctly
The Difficulty Index (P-value) of a test item represents the proportion of total test-takers who answered the item correctly. A P-value of 0.85 indicates that 85 percent of students answered the item correctly, demonstrating that the question was relatively easy for the testing sample.

interdisciplinary university learning. However, it strongly opposed isolating teacher education, recommending that teacher training be integrated directly into mainstream university environments.

95. (C) A is true but R is false
Continuous and Comprehensive Evaluation evaluates all developmental domains—cognitive, affective, and psychomotor—throughout the academic term. It rejects exclusive reliance on terminal paper-pencil tests, utilizing diverse assessment tools including portfolios, observation checklists, projects, self-evaluations, and regular formative assignments to track growth continuously.

96. (C) Mode = 3Median − 2Mean
Karl Pearson formulated an empirical relationship for moderately skewed distributions: $\text{Mode} = 3\,(\text{Median}) - 2\,(\text{Mean})$. This empirical formula allows researchers to compute an estimated value for any one measure of central tendency when the other two metrics are known.

97. (B) 4
Variance (σ^2) is defined mathematically as the square of the Standard Deviation (σ). To calculate the Standard Deviation when Variance is known, take the principal positive square root of the variance value: $\sigma = \sqrt{16} = 4$.

98. (D) Median
The dataset contains extreme high outliers (a score of 94 alongside values between 12 and 25), which skew the arithmetic mean upward. The Median represents the middle value when arranged sequentially, serving as the most typical measure of central tendency unaffected by skewed extreme values.

99. (D) Under the management of a minority, whether based on religion or language
Article 30(2) of the Indian Constitution mandates that the State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

100. (D) National Council of Educational Research and Training (NCERT)
The National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), introduced in NEP 2020, is established as an autonomous constituent institution operating under the apex administration of the National Council of Educational Research and Training (NCERT).

101. (D) Section 28
Section 28 of the Right of Children to Free and Compulsory Education Act 2009 prohibits school teachers from engaging in private tuition or private teaching activities. This statutory restriction ensures that teachers dedicate their professional attention to formal classroom instruction without conflicts of interest.

102. (A) I and II only
The 42nd Constitutional Amendment Act of 1976 transferred five subjects—including Education, Forests, and Weights and Measures—from the State List to the Concurrent List (List III). University education was moved as part of the broader education subject, rather than placed exclusively on the Union List.

103. (A) Both A and R are true and R is the correct explanation of A
Percentiles represent ordinal measurements reflecting relative rank order, meaning intervals between consecutive percentile ranks do not equal raw score differences. Consequently, raw score density varies along the scale, making standard arithmetic operations like adding or averaging percentile scores mathematically invalid.

104. (B) 0.40
The Item Difficulty Index (P) represents the proportion of total examinees answering an item correctly, calculated as $P = \frac{R}{N}$. Dividing 40 correct responses (R) by the total sample size of 100 students (N) yields an Item Difficulty Index of 0.40.

105. (D) To develop respect for dignity of labor and hands-on exposure to practical local crafts and vocations
NEP 2020 introduces vocational exposure, including 10 bagless days for Grades 6–8, to provide practical exposure to local trades like carpentry, pottery, gardening, and electric work. This initiative fosters appreciation for dignity of labor, practical work skills, and real-world vocational awareness early in education.

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62. (A) I and II only
Percentile rank reflects the percentage of scores falling at or below a given score, and the 50th percentile equals the Median. However, percentile scores represent ordinal rank positions rather than equal intervals; percentile differences near the middle correspond to smaller raw score gaps than at the extremes.

63. (A) Top 1/8th (12.5%) of the passed candidates
CBSE uses a 9-point relative grading system for Class 10 and 12 examinations. Grades are assigned based on relative merit among passed candidates, where the top 1/8th (12.5%) receive grade A-1, the next 1/8th receive A-2, followed by equal eighth segments down to grade D-2.

64. (D) Assessment that focuses on measuring student proficiency in applying real-world skills and concepts in diverse, practical contexts
Competency-Based Assessment evaluates student proficiency in performing tasks and applying knowledge, skills, and attitudes in real-world contexts. Rather than testing rote memorization of factual definitions, it measures demonstrated mastery of specific learning outcomes against predefined proficiency standards across practical situations.

65. (D) The State Government / Appropriate Government and Local Authority
Under Article 21A and the RTE Act 2009, the statutory duty to provide free and compulsory elementary education to every child aged six to fourteen years is cast upon the Appropriate Government (State or Central Government) and local authorities, ensuring infrastructure, enrollment, attendance, and quality completion.

66. (D) Conserve the same
Article 29(1) of the Indian Constitution provides that any section of citizens residing in India having a distinct language, script, or culture of its own shall have the fundamental right to conserve the same, protecting cultural and linguistic identity against forced assimilation.

67. (A) I, II, III
The Supreme Court delivered the landmark 11-judge ruling in T.M.A. Pai Foundation v. State of Karnataka in 2002. This was followed by P.A. Inamdar v. State of Maharashtra in 2005, and later Ashok Kumar Thakur v. Union of India in 2008, establishing chronological order I, II, III.

68. (D) Admit the child to a class appropriate to his or her age, and provide special training to enable the child to be at par with peers
Section 4 of the RTE Act 2009 mandates that an out-of-school child seeking admission must be admitted to an age-appropriate class. To ensure smooth transition and academic adjustment, the school must provide free special training so the child reaches learning levels at par with peers.

69. (A) Both A and R are true and R is the correct explanation of A
Section 14 of the RTE Act 2009 explicitly states that no child shall be denied admission to school due to lack of age proof. For admission purposes, age can be determined through birth certificates, hospital records, ANM registers, or a written parent affidavit, eliminating documentary entry barriers.

70. (C) Academic Authority notified by the Central Government (NCERT / NCTE)
Section 23(1) of the RTE Act 2009 empowers the Academic Authority authorized by the Central Government—specifically the National Council for Teacher Education (NCTE)—to lay down minimum professional qualifications required for appointment as an elementary school teacher across India, ensuring standardized teaching competencies.

71. (C) Compulsory board examination at the end of Class 8
Section 29 of the RTE Act outlines elementary curriculum principles, emphasizing constitutional values, all-round growth, learning through activities, and trauma-free environments. Section 30 explicitly prohibits requiring children to pass any formal Board examination prior to the completion of elementary education, making statement C incorrect.

72. (C) 3 years of Anganwadi/Pre-school + 2 years of Primary School (Grades 1-2) for age group 3-8 years
In the NEP 2020 5+3+3+4 structure, the Foundational Stage spans five years for children aged 3 to 8. It comprises three years of flexible, play-based pre-schooling in Anganwadis or Balvatikas, followed by two years of formal primary schooling in Grades 1 and 2.

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118. (C) Education Commission (1964-66) / Kothari Commission
The report of the Education Commission (1964–66), chaired by Dr. D.S. Kothari, was titled "Education and National Development". The comprehensive document articulated a vision linking educational reform directly to social transformation, economic growth, national integration, and modernization across India.

119. (D) A is false but R is true
Article 21A restricts the fundamental right to free and compulsory education specifically to children aged six to fourteen years (elementary level). Secondary education (Classes 9 to 12) is not covered under Article 21A, rendering Assertion A false while Reason R remains constitutionally correct.

120. (D) Strong positive linear relationship
Pearson's correlation coefficient (r) ranges from -1.00 to $+1.00$. A correlation coefficient of $+0.85$ indicates a strong positive linear relationship between two variables, meaning that higher student attendance consistently associates with higher test performance across the dataset.

121. (D) Four career stages: Prathamik (Beginner), Praveen (Proficient), Kushal (Expert), and Margdarshak (Lead Specialist)
NEP 2020 proposes structuring the National Professional Standards for Teachers across four progressive career stages: Prathamik (Beginner), Praveen (Proficient), Kushal (Expert), and Margdarshak (Lead Specialist). Advancement between stages depends on demonstrated teaching competencies, professional growth, and formal evaluations rather than seniority.

122. (A) Certificate of Recognition from the prescribed authority
Section 18 of the RTE Act 2009 mandates that no school, other than state-owned or state-controlled schools, shall be established or function without obtaining a formal Certificate of Recognition from the designated local educational authority, ensuring compliance with prescribed norms.

123. (D) I, II and III
The 93rd Constitutional Amendment Act 2005 added Clause (5) to Article 15, enabling reservations for SCs, STs, and SEBCs in public and private educational institutions, both aided and unaided. Crucially, the amendment explicitly exempts minority educational institutions protected under Article 30(1).

124. (B) Option C is an ineffective/non-functional distractor and should be revised or replaced
An effective distractor in a multiple-choice item should attract low-performing students who lack mastery. If a distractor is selected by 0% of examinees in both upper and lower groups, it fails to function as a plausible alternative, making it non-functional and requiring revision or replacement.

125. (B) Authentic / Performance Assessment
Authentic or Performance Assessment evaluates student learning through real-world, meaningful tasks that demonstrate direct application of knowledge and skills. Tools such as student portfolios, exhibitions, practical demonstrations, and open-ended projects serve as primary examples of authentic assessment strategies.

126. (B) Both A and R are true but R is not the correct explanation of A
The NPE 1986 emphasized Navodaya Vidyalayas, vocationalization, and decentralized educational planning. The 73rd and 74th Amendments empowered local bodies to manage primary education, but this constitutional decentralization was an independent legal development rather than the direct explanation for NPE 1986 policies.

127. (D) National Commission for Protection of Child Rights (NCPCR)
Section 31 of the RTE Act 2009 mandates the National Commission for Protection of Child Rights (NCPCR) to monitor the implementation of statutory rights guaranteed under the Act, investigate grievances, and recommend corrective measures to safeguard child rights across India.

128. (B) Systematic rating by panel of subject matter experts on the relevance and clarity of test items relative to specified content domains
The Content Validity Index (CVI) is derived from systematic ratings provided by a panel of subject matter experts. Experts evaluate individual test items for relevance, clarity, and domain coverage using structured scales, yielding quantitative metrics that confirm content validity.

MCQGPT

and low performers, calculated as $D = P_U - P_L$. When 50% of top performers (0.50) and 50% of bottom performers (0.50) choose an option, $D = 0.50 - 0.50 = 0.00$.

84. (D) National Policy on Education (NPE 1986)
The National Policy on Education 1986 recommended establishing pace-setting residential schools, named Jawahar Navodaya Vidyalayas. These institutions were designed to select talented children, predominantly from rural areas, providing quality modern secondary education regardless of socio-economic background, with full state financial support.

85. (D) Based on the per-child cost incurred by the State, or the actual fee charged by the school, whichever is less
Section 12(2) of the RTE Act 2009 mandates reimbursement to private unaided schools for admitting 25% disadvantaged students under Section 12(1)(c). Reimbursement equals the per-child state expenditure in government schools or the actual tuition fee charged by the school, whichever is lower.

86. (D) A is false but R is true
Standardized diagnostic tests are not designed to assign end-of-term grades or rank students relative to peers. Their purpose is to identify specific learning difficulties, persistent conceptual misconceptions, and skill deficits, allowing educators to design targeted remedial instruction and learning interventions.

87. (B) Grouping 10-15 schools within a geographical radius to share resources like specialized teachers, labs, sports facilities, and administrative efficiency
NEP 2020 proposes establishing School Complexes or Clusters by grouping 10–15 schools in a geographical area around a secondary school. This framework enables shared access to specialized subject teachers, science laboratories, ICT infrastructure, sports equipment, art resources, and joint administrative governance.

88. (D) The superficial appearance that a test looks like it measures the intended construct to test-takers and non-experts
Face Validity refers to the casual, superficial judgment that a test appears relevant and appropriate to examinees, administrative personnel, or lay observers. It does not rely on rigorous statistical analyses or psychometric evidence, serving primarily to promote test-taker motivation and stakeholder acceptance.

89. (A) I, II and III only
In a standard normal distribution, total area equals 1.00, the curve is asymptotic to the horizontal axis, and kurtosis equals 3 ($\beta_2 = 3, Ku = 0.263$). Skewness for a perfectly symmetrical normal curve is zero, making statement IV mathematically incorrect.

90. (D) Leptokurtic
When a score distribution exhibits a Kurtosis coefficient greater than the mesokurtic benchmark ($Ku > 0.263$), it forms a highly peaked curve with slender proportions and heavy concentration of scores around the mean. Statistically, this sharp, high-peaked distribution is designated as Leptokurtic.

91. (C) Article 28
Article 28 of the Indian Constitution regulates religious instruction in educational institutions. Article 28(1) prohibits religious instruction in State-funded schools, while Article 28(3) allows voluntary attendance at religious instruction or worship in state-recognized or aided schools, subject to explicit student or guardian consent.

92. (B) Within 3 years of the commencement of the Act
Section 25 of the RTE Act 2009 mandates maintaining the Pupil-Teacher Ratio specified in its Schedule. The statute established a maximum transition period of three years from the enforcement of the Act for appropriate Governments and local authorities to ensure compliant PTR implementation across all schools.

93. (D) No child shall be denied admission regardless of when such admission is sought
Section 15 of the RTE Act 2009 stipulates that a child shall be admitted to school at the beginning of the academic year or within the extended period. Crucially, the section mandates that no child shall be denied admission even if sought after the extended period.

94. (A) I and III only
The Yashpal Committee Report (2009) recommended creating an overarching Higher Education Commission of India (HECI) to streamline regulation and advocated

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fail the re-examination conducted within two months
The 2019 amendment to Section 16 of the RTE Act modified the absolute No Detention Policy. States may conduct regular examinations at the end of Class 5 and Class 8. If a student fails, re-examinations are held within two months following remedial instruction, permitting detention if failure persists.

31. (B) 5+3+3+4
National Education Policy 2020 restructured school education from the traditional 10+2 system to a 5+3+3+4 pedagogical model. This framework covers ages 3 to 18 across four distinct stages: Foundational (5 years), Preparatory (3 years), Middle (3 years), and Secondary (4 years), integrating early childhood education.

32. (C) Ages 8 to 11
In the NEP 2020 5+3+3+4 structure, the Preparatory Stage corresponds to ages 8 to 11, covering Grades 3 through 5. Building upon foundational learning, this stage emphasizes activity-based, interactive classroom learning, introducing formal literacy, numeracy, science, social studies, and humanities concepts gradually through playful exploration.

33. (B) Achieving Universal Foundational Literacy and Numeracy (FLN) in primary grades
The NIPUN Bharat Mission was launched under Samagra Shiksha by the Ministry of Education as mandated by NEP 2020. Its primary objective is achieving universal foundational literacy and numeracy, ensuring that every child acquires basic reading, writing, and mathematical skills by the end of Grade 3.

34. (B) Grade 3 (end of primary age ~8-9 years)
The NIPUN Bharat Mission sets explicit national goals for acquiring foundational learning competencies. It targets that every child in India attains functional reading comprehension and basic mathematical operations by the completion of Grade 3, serving as an essential prerequisite for higher-order learning and preventing cumulative learning deficits.

35. (A) I and II only
The NCF-SE 2023 introduces a modular semester system for secondary classes (Grades 9–12) and mandates two languages in Grades 11–12, requiring at least one Indian language. However, it does not eliminate board examinations; rather, it restructures them to assess conceptual mastery and offers options to take exams twice yearly.

36. (C) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. Established under NEP 2020 as a national assessment standard-setting body within NCERT, PARAKH formulates evaluation guidelines, criteria, and standard assessment frameworks to align student evaluation across all recognized school boards in India.

37. (A) 360-degree, multidimensional report incorporating self-assessment, peer-assessment, and teacher-assessment along with cognitive, affective, and psychomotor domains
The Holistic Progress Card mandated by NEP 2020 provides a 360-degree, multidimensional evaluation of student growth. Instead of single marks or ranks, it assesses performance across cognitive, affective, and psychomotor domains, actively integrating self-assessment, peer feedback, project portfolios, teacher evaluations, and practical real-world application metrics.

38. (A) P-1, Q-2, R-3, S-4
NCFFS 2022 maps developmental domains to the Pancha Kosa model: Annamaya Kosa corresponds to physical development, Pranamaya Kosa to life energy and health habits, Manomaya Kosa to emotional and mental development, and Vignanamaya Kosa to intellectual development. Anandamaya Kosa addresses spiritual and creative experiential growth in children.

39. (B) SSA, RMSA, and Teacher Education (TE)
Samagra Shiksha was launched in 2018 as an overarching scheme covering pre-primary to Grade 12. It integrated three erstwhile Centrally Sponsored Schemes: Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education, aiming to unify school education management and improve systemic effectiveness across states.

40. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 establishes a Gender Inclusion Fund to enhance national capacity for providing equitable, quality education to female and transgender students. Historical educational

MCQGPT

106. (D) Article 19(1)(g) — Right to practice any profession, or to carry on any occupation, trade or business
In T.M.A. Pai Foundation v. State of Karnataka (2002), an 11-judge Constitution Bench held that establishing and administering educational institutions is a fundamental right guaranteed to all citizens under Article 19(1)(g) as an "occupation", subject to reasonable state regulations under Article 19(6).

107. (D) Section 24
Section 24 of the RTE Act 2009 delineates teacher duties, including maintaining regular attendance and punctuality, completing syllabus requirements within prescribed timeframes, evaluating individual learning capabilities, conducting parent meetings, and providing continuous learning support to every child.

108. (C) Instructional Objectives, Content/Topics, and Types of Questions
A standard test Blueprint or Table of Specifications balances three core dimensions across a structural grid: instructional objectives (cognitive levels), syllabus content areas or topics, and question formats (essay, short-answer, multiple-choice), ensuring balanced test coverage matching curriculum goals.

109. (A) I and II only
NCF-SE 2023 addresses four school stages and promotes art-integrated, sport-integrated, and experiential learning pedagogies. It eliminates rigid barriers between academic subjects, co-curricular activities, and vocational streams, rendering the third statement conceptually incorrect.

110. (D) Any of the languages used in the Union or in the State, as the case may be
Article 350 of the Indian Constitution grants every person the right to submit a representation for the redressal of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State.

111. (A) $SEM = \sigma\sqrt{1 - r_{xx}}$
The Standard Error of Measurement (SEM) quantifies score variability due to measurement error. It is calculated using the formula $SEM = \sigma\sqrt{1 - r_{xx}}$, where σ represents the standard deviation of test scores and $\eta_{\{\times\}}$ denotes the test reliability coefficient.

112. (A) Both A and R are true and R is the correct explanation of A
Split-half reliability evaluates half-length test consistency, which underestimates total test reliability because shorter tests contain higher relative error variance. Applying the Spearman-Brown Prophecy Formula adjusts this split correlation to accurately estimate internal consistency reliability for the full-length test instrument.

113. (A) Within a walking distance of 1 km
Statutory rules framed under the RTE Act 2009 mandate that a primary school (Classes I to V) must be established within a maximum walking distance of 1 kilometer from the neighbourhood of every child to ensure easy access to elementary education.

114. (C) 3 km
Under the statutory rules of the RTE Act 2009, appropriate Governments must establish upper primary schools (Classes VI to VIII) within a maximum neighbourhood walking distance of 3 kilometers, ensuring accessible educational infrastructure for older children transitioning from primary grades.

115. (D) 45 hours
The Schedule under Section 19 and Section 24 of the RTE Act 2009 specifies that a teacher must work a minimum of 45 teaching-learning hours per week. This requirement encompasses active classroom teaching time as well as mandatory instructional preparation and lesson planning hours.

116. (A) I and II only
Construct Validity evaluates how accurately a test operationalizes a theoretical psychological construct, verified through convergent and discriminant empirical evidence. Visual inspection of item phrasing by experts assesses face or content validity rather than construct validity, making statement III incorrect.

117. (B) 61
Range is a measure of dispersion defined as the difference between the highest score and the lowest score in a dataset ($Range = X_{\max} - X_{\min}$). Subtracting the lowest score (34) from the highest score (95) yields a range of 61 ($95 - 34 = 61$).

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50. (D) Reject or revise the item completely because more low-performing students answered it correctly than high-performing students
A negative Discrimination Index ($D = -0.20$) indicates a defective test item where low-performing students answered correctly more frequently than high-performing students. Such items contradict test logic, often due to ambiguous phrasing, miskeyed answer keys, or misleading distractors, requiring complete rejection or extensive revision.

51. (A) $D = \frac{R_H - R_L}{N}$
The Item Discrimination Index (D) is calculated using the formula $D = \frac{R_H - R_L}{N}$, where R_H represents the number of correct responses in the upper group, R_L is the number of correct responses in the lower group, and N equals the number of students in one group.

52. (C) Alternate/Parallel-Form Reliability
Alternate or Parallel-Form Reliability involves administering two equivalent forms of a test, containing identical specifications, item formats, and difficulty levels, to the same examinees at approximately the same time. The correlation between the two sets of scores estimates consistency across different samples of test items.

53. (A) Internal Consistency Reliability
Kuder-Richardson Formula 20 (KR-20) and Cronbach's Alpha are statistical measures used to evaluate internal consistency reliability. They assess how consistently test items measure the same construct across a single test administration, with KR-20 specifically applied to dichotomously scored items and Cronbach's Alpha to multipoint scales.

54. (D) Predictive Validity
Predictive Validity measures how accurately test scores forecast performance on an external criterion measure collected at a future date. Demonstrating high predictive validity confirms that the test instrument reliably anticipates future achievement, success, or behavioral outcomes, such as entrance examinations predicting subsequent academic performance.

55. (D) I, II and III
Mean calculates the arithmetic average and is sensitive to extreme values. Median represents the 50th percentile, providing a measure of central tendency robust against extreme outliers. Mode identifies the most frequently occurring value in a dataset, making all three statements statistically accurate representations of central tendency metrics.

56. (C) Mean = Median = Mode
In a perfectly symmetrical Normal Probability Curve, the central tendency measures coincide at the exact center of the distribution ($z = 0$). Consequently, the Mean, Median, and Mode are mathematically equal (Mean = Median = Mode), splitting the distribution into two identical half-areas.

57. (B) +2.0
Standard z-score measures how many standard deviations a raw score lies from the distribution mean. It is calculated as $z = (X - Mean)/SD$. Substituting raw score 76, mean 60, and standard deviation 8 yields $z = \frac{76 - 60}{8} = 1\frac{6}{8} = +2.0$.

58. (C) A is true but R is false
In a positively skewed distribution, a majority of students score low marks, producing a high frequency peak on the left and a long tail extending toward higher scores. Extreme high scores pull the Mean upward, resulting in the characteristic directional relationship where Mean > Median > Mode.

59. (B) 68.26%
In a standard Normal Probability Curve, exact mathematical properties dictate area distribution under the bell curve. Approximately 68.26 percent of all cases fall within one standard deviation above and below the mean (between -1σ and $+1\sigma$), while 2σ covers 95.44% and 3σ covers 99.73%.

60. (C) 60
The linear transformation formula relating standard T-scores to z-scores is $T = 50 + 10(z)$. Given a z-score of $+1.0$, substituting the value yields $T = 50 + 10(1.0) = 60$, matching the defined scale where the mean equals 50 and standard deviation equals 10.

61. (A) Spearman Rank Correlation Coefficient
The Spearman Rank Correlation Coefficient (ρ) is the appropriate statistical measure for calculating the degree of association between two variables measured on an ordinal scale, where data consists of ranks or ordered categories rather than precise continuous interval measurements.

MCQGPT

129. (A) I and II only
Standard Deviation is the square root of average squared deviations and is affected by every score value. Quartile Deviation is computed using only Q_1 and Q_3, focusing on the middle 50% of scores while ignoring extreme tails, rendering statement III false.

130. (B) 70
Adding a constant value (k) to every score in a distribution shifts all measures of location by that exact constant value. When 5 marks are added to each student's score, the original Median of 65 increases by 5, resulting in a new Median of 70 ($65 + 5 = 70$).

131. (C) Francis Coralie Mullin v. Administrator, Union Territory of Delhi (1981)
In Francis Coralie Mullin v. Administrator, UT of Delhi (1981), the Supreme Court held that the right to life under Article 21 extends beyond animal existence to living with human dignity. This interpretation established that dignity requires basic necessities, including education, paving the way for education rights jurisprudence.

132. (C) 3 years; Grades 6 to 8 (ages 11-14)
In the NEP 2020 5+3+3+4 structure, the Middle Stage spans three years, encompassing Grades 6 through 8 for children aged 11 to 14. It transitions pedagogy toward subject-oriented experiential learning, incorporating science, mathematics, social sciences, humanities, and practical vocational exposure.

133. (D) Fine which may extend to 10 times the capitation fee charged
Section 13(2)(a) of the RTE Act 2009 explicitly mandates that any school or person receiving a capitation fee shall be punishable with a fine that may extend to ten times the capitation fee charged, imposing strict financial penalties against commercialization during admissions.

134. (D) I, II and III
NEP 2020 maintains the Three-Language Formula with heightened flexibility. Language choices are determined by States and UTs, requiring that at least two of the three languages taught are native to India. The policy explicitly mandates that no language will be imposed on any State.

135. (D) Both A and R are false
Under the original 1950 Indian Constitution, 'Education' was placed in the State List (List II), giving primary legislative jurisdiction to states rather than the Union. The 42nd Amendment transferred education to the Concurrent List in 1976, making both Assertion A and Reason R false.

136. (B) 0.75
The Spearman-Brown formula estimates total test reliability from half-test correlation (r_{hh}): $r_{sb} = (2 \cdot r_{hh}) / (1 + r_{hh})$. Substituting $r_{hh} = 0.60$ yields $r_{sb} = (2 \cdot 0.60) / (1 + 0.60) = 1.20/1.60 = 0.75$.

137. (D) National Initiative for School Heads' and Teachers' Holistic Advancement
NISHTHA stands for National Initiative for School Heads' and Teachers' Holistic Advancement. Launched by the Ministry of Education under Samagra Shiksha, it serves as a capacity-building program to improve elementary and secondary learning outcomes through integrated teacher training.

138. (C) Promotion, with consequential seniority, in civil services/teaching cadres for SCs and STs
Article 16(4A), inserted by the 77th Constitutional Amendment Act 1995 and modified by the 85th Amendment, empowers the State to provide reservation in promotion, with consequential seniority, for Scheduled Castes and Scheduled Tribes in public services and teaching cadres under the State.

139. (D) I, II, III and IV
Positional measures divide sorted score distributions into equal fractional parts: Median divides data into two equal parts, Quartiles into four equal parts, Deciles into ten equal parts, and Percentiles into one hundred equal parts, making all four statements mathematically accurate.

140. (D) Presence of an absolute, true zero point
A Ratio Scale represents the highest level of measurement precision. Unlike Nominal, Ordinal, and Interval scales, a Ratio Scale possesses a non-arbitrary, absolute true zero point, indicating complete absence of the measured property and enabling meaningful multiplication and division ratio comparisons.

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164. (D) To collect empirical data for performing item analysis (difficulty index, discrimination index, distractor quality)
The primary purpose of conducting a Pilot Study or pre-testing items during test construction is to collect empirical response data from a representative student sample. This data enables item analysis to calculate difficulty indices, discrimination power, and distractor efficiency before assembling the final test paper.

165. (D) I, II and III
The Holistic Progress Card under NEP 2020 integrates self, peer, and teacher evaluations across cognitive, affective, and psychomotor domains. It prioritizes tracking individual student growth over time rather than comparative classmate rankings, rendering all three statements accurate.

166. (D) Admit or cause to be admitted his or her child to an elementary education school in the neighbourhood
Section 10 of the RTE Act 2009 establishes a duty for every parent or guardian to admit, or cause to be admitted, their child or ward aged six to fourteen years to an elementary education school in the local neighbourhood.

167. (D) A strong negative linear relationship (as TV watching increases, exam marks tend to decrease)
Correlation coefficient (r) measures the strength and direction of linear relationships between -1.00 and $+1.00$. A correlation of -0.92 reflects a strong negative linear association, indicating that increases in hours spent watching television correspond strongly with decreases in exam marks.

168. (B) 68.26%
In a normal distribution with Mean 70 and Standard Deviation 10, the range between 60 and 80 corresponds exactly to one standard deviation below and above the mean ($\mu - 1\sigma$ to $\mu + 1\sigma$). Mathematical properties of normal curves dictate that 68.26% of data falls within this interval.

169. (B) 2030
NEP 2020 targets universal coverage for Early Childhood Care and Education by the year 2030. The policy aims to ensure that every child entering Grade 1 attains foundational school readiness through accessible, high-quality pre-schooling in Anganwadis, Balvatikas, or primary institutions.

170. (C) Section 16
Prior to its 2019 statutory amendment, Section 16 of the RTE Act 2009 contained the original 'No Detention Policy', mandating that no child admitted to school could be held back in any class or expelled until completing elementary education.

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171. (A) Both A and R are true and R is the correct explanation of A
Standardized tests provide high objectivity and score comparability across different administrative settings because they enforce uniform administration conditions, standardized scoring keys, and norm-derived interpretation tables, minimizing subjective evaluator bias present in informal teacher-made classroom tests.

172. (D) I, II and III
The University Education Commission (1948–49), chaired by Dr. S. Radhakrishnan, was independent India's first education commission. It focused on university education while acknowledging secondary linkages, and directly recommended establishing the University Grants Commission, making all three statements correct.

173. (B) 27.5
For an even-numbered dataset arranged sequentially (12, 18, 22, 25, 30, 35, 40, 48), the Median equals the arithmetic mean of the two middle scores. The middle values are the 4th value (25) and 5th value (30); computing $\frac{25+30}{2}$ yields 27.5.

174. (A) The degree to which test scores correlate with a criterion measure obtained at approximately the same time
Concurrent Validity is a form of criterion-related validity that measures how strongly test scores correlate with an established criterion measure collected simultaneously or at approximately the same point in time, validating current diagnostic accuracy.

175. (D) DIKSHA (Digital Infrastructure for Knowledge Sharing)
DIKSHA (Digital Infrastructure for Knowledge Sharing) serves as India's national digital

Criterion-Referenced Tests yield mastery percentages based on cut-scores. Statement III reverses test logic: NRTs require moderate difficulty ($P \approx 0.50$) to maximize variance, whereas CRTs align items to mastery standards regardless of score variance.

153. (B) Total absence of test-retest reliability
A correlation coefficient of 0.00 between test scores obtained across two administrations indicates zero linear relationship between the test sessions. In reliability analysis, a zero correlation demonstrates a complete absence of test-retest reliability, indicating that score variations reflect random error rather than consistent measurement.

154. (D) State Commission for Protection of Child Rights (SCPCR) / Right to Education Protection Authority (REPA)
Section 31 of the RTE Act 2009 designates the State Commission for Protection of Child Rights (SCPCR), or the Right to Education Protection Authority (REPA) where SCPCR is unestablished, as the statutory body empowered to monitor child rights and examine educational grievances at the state level.

155. (B) 2030
NEP 2020 outlines strategic targets for expanding education, setting a national goal to achieve 100 percent Gross Enrolment Ratio (GER) in school education from pre-school through secondary levels by the year 2030, ensuring universal access and retention across all school age groups.

156. (D) A is false but R is true
Diagnostic testing should be conducted prior to or during instruction rather than after summative grading. Its purpose is to uncover specific learning deficiencies and skill gaps, allowing teachers to design targeted remedial instruction rather than assigning final student ranks.

157. (C) Standard Deviation
Standard Deviation (σ) is mathematically defined as the positive square root of the arithmetic mean of squared deviations taken from the distribution mean. Expressed as $\sigma = \sqrt{\sum (X - \bar{X})^2 / N}$, it serves as the standard statistical metric for score variability.

158. (A) +2.00
The standard z-score formula is $z = (X - \mu)/\sigma$. Substituting the given values—raw score $X = 80$, mean $\mu = 50$, and standard deviation $\sigma = 15$—yields $z = \frac{80 - 50}{1} 5 = 3\frac{0}{1} 5 = +2.00$.

159. (D) I, II, III and IV
NCF 2005 establishes five guiding principles: connecting knowledge to life outside school, shifting learning away from rote methods, enriching curriculum beyond textbooks, making examinations flexible and integrated with classroom life, and nurturing identity informed by constitutional care, making all four statements correct.

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160. (B) 1000 hours
The Schedule under Section 19 and Section 25 of the RTE Act 2009 prescribes a minimum of 1000 instructional hours per academic year for upper primary classes (Classes VI to VIII), ensuring sufficient classroom learning time for academic completion.

161. (A) 800 hours
Under the RTE Act 2009 Schedule, elementary school operational standards mandate a minimum of 800 instructional hours per academic year for primary classes (Classes I to V), structured alongside a minimum requirement of 200 working school days.

162. (C) 93rd Amendment Act
Clause (5) was added to Article 15 of the Indian Constitution by the 93rd Constitutional Amendment Act of 2005. This provision enables state reservations for SCs, STs, and SEBCs in educational institution admissions, including private aided and unaided institutions, while excluding minority institutions.

163. (D) A is false but R is true
High correlation between two variables does not prove a direct cause-and-effect relationship; correlation quantifies only the strength and direction of linear association. Unobserved confounding variables can produce high statistical correlation without direct causation, rendering Assertion A false and Reason R true.

141. (A) Both A and R are true and R is the correct explanation of A
Formative assessment evaluates learning during the instructional process to identify learning gaps and adjust pedagogical methods. Because its purpose is diagnostic and developmental rather than summative certification, formative results should not be used for high-stakes decisions like pass/fail designations or student class rankings.

142. (D) School Development Plan (SDP)
Section 22 of the RTE Act 2009 mandates that every School Management Committee (SMC) shall prepare a School Development Plan (SDP). The SDP serves as the foundation for estimating school infrastructure requirements, teacher deployment needs, instructional materials, and government financial grants under statutory guidelines.

143. (C) Pradhan Mantri Schools for Rising India - a centrally sponsored scheme to upgrade 14,500 schools as exemplar schools showcasing NEP 2020 implementation
PM SHRI stands for Pradhan Mantri Schools for Rising India. It is a Centrally Sponsored Scheme designed to upgrade over 14,500 schools as exemplar institutions, showcasing holistic implementation of NEP 2020 pedagogy, modern infrastructure, innovative assessments, and eco-friendly school management practices.

144. (B) Item 2
For a general norm-referenced achievement test, items with a Difficulty Index (P) near 0.50 maximize item score variance and discrimination power. An item where 50% answer correctly yields maximum statistical differential information, whereas extreme P-values (0.10, 0.90, or 0.00) produce restricted variance.

145. (D) I, II and III
The Secondary Stage in NEP 2020 spans four years (Grades 9 to 12 for ages 14 to 18). It offers subject choice flexibility, removes rigid stream divisions, and operates across two phases: Phase 1 (Grades 9–10) and Phase 2 (Grades 11–12), making all statements correct.

146. (D) Pramati Educational and Cultural Trust v. Union of India (2014)
In Pramati Educational and Cultural Trust v. Union of India (2014), a 5-judge Constitution Bench held that the RTE Act 2009, insofar as it applies to minority institutions (aided or unaided), violates Article 30(1), making its provisions non-applicable to minority schools.

147. (D) Central Government and State Governments concurrently
Section 7 of the RTE Act 2009 outlines the financial responsibilities for implementing statutory education provisions, establishing a shared concurrent obligation between the Central Government and State Governments. The Central Government prepares expenditure estimates and grants percentage-based financial assistance to states.

148. (A) 15
The Mode is defined as the score value that occurs with the highest frequency in a given distribution. In the provided dataset (15, 22, 15, 38, 42, 15, 22, 50, 15), the value 15 appears four times, making it the Mode.

149. (A) Both A and R are true and R is the correct explanation of A
Competency-based learning shifts educational focus from passive syllabus coverage to demonstrating mastery of practical skills and conceptual understanding. Students advance through learning modules only after demonstrating defined proficiency in specific learning outcomes, ensuring meaningful application rather than rote recall.

150. (D) An incorrect option presented alongside the correct answer in a multiple-choice item
In multiple-choice test construction, a distractor refers to an incorrect option presented alongside the correct answer key. Effective distractors are designed to appear plausible to examinees who lack complete subject mastery, thereby measuring specific learning gaps and misconceptions during item analysis.

151. (A) Article 19(1)(a)
Article 19(1)(a) of the Indian Constitution guarantees all citizens the fundamental right to freedom of speech and expression. Jurisprudence establishes that this right encompasses freedom of the press, access to information, and expression within educational settings, subject to reasonable restrictions under Article 19(2).

152. (A) I and II only
Norm-Referenced Tests produce comparative percentile ranks and standard scores, while

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platform for school education. Managed by the Ministry of Education, it provides open digital learning resources, teaching materials, interactive content, and Continuous Professional Development training modules for teachers across states.

176. (A) Article 38(2)
Article 38(2) of the Indian Constitution, inserted by the 44th Constitutional Amendment Act 1978, directs the State to minimize inequalities in income and endeavour to eliminate inequalities in status, facilities, and opportunities among individuals and groups residing in different areas or engaged in different vocations.

177. (A) Up to ₹25,000
Section 13(2)(b) of the RTE Act 2009 specifies financial penalties for subjecting children or parents to screening procedures during admission. The statute mandates a fine up to ₹25,000 for the first contravention, and up to ₹50,000 for each subsequent contravention.

178. (A) Both A and R are true and R is the correct explanation of A
In a standard normal probability curve, the distribution is bell-shaped, bilateral, and perfectly symmetrical around the arithmetic mean. Because of this perfect bilateral symmetry, the Mean, Median, and Mode coincide at the absolute center where the standard z-score equals zero.

179. (A) I and II only
In Pramati Educational and Cultural Trust v. Union of India (2014), the Supreme Court upheld the 93rd Amendment (Article 15(5)) and exempted minority institutions from the RTE Act under Article 30(1). However, private unaided non-minority schools remain bound by the RTE Act, rendering statement III false.

180. (A) $r = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$
Pearson's Product-Moment Correlation Coefficient (r) using deviation scores ($x = X - \bar{X}$ and $y = Y - \bar{Y}$) is calculated as $r = \sum xy / \sqrt{\sum x^2 \cdot \sum y^2}$, quantifying the strength and direction of linear association between two variables.

181. (B) Census-based school examinations conducted by appropriate authority to track progress and inform system improvements
NEP 2020 replaces pass/fail high-stakes testing in elementary grades with census-based assessments conducted in Grades 3, 5, and 8 by appropriate educational authorities. These assessments evaluate basic learning outcomes, conceptual clarity, and institutional growth to guide systemic school improvements.

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182. (A) $+0.67$
Item Discrimination Index (D) is calculated using $D = \frac{R_H - R_L}{N}$. Substituting upper group correct responses $R_H = 25$, lower group correct responses $R_L = 5$, and upper/lower group sample size $N = 30$ yields $D = \frac{25-5}{3}0 = 2\frac{0}{3}0 = +0.67$.

183. (A) I and II only
Diagnostic assessment occurs before or during instruction to identify prior knowledge, strengths, learning gaps, and persistent misconceptions. Its results guide targeted remedial instruction rather than assigning summative letter grades or student ranks, making statement III incorrect.

184. (C) 22
The Eighth Schedule of the Indian Constitution lists officially recognized languages. Initially containing 14 languages in 1950, constitutional amendments (21st, 71st, and 92nd) expanded the schedule to include 22 officially recognized regional and national languages.

185. (A) Both A and R are true and R is the correct explanation of A
Standardized achievement tests establish formal Norms derived from a representative standardization sample. These Norms provide a standardized frame of reference, allowing educators to interpret an individual student's raw score relative to peer population performance metrics.

186. (B) 10%
Section 26 of the RTE Act 2009 mandates that the governing authorities of schools must ensure that vacant teacher positions do not exceed ten percent of the total sanctioned teacher strength in any school under their administrative jurisdiction.

187. (D) Unified District Information System for Education Plus
U-DISE+ stands for Unified District Information System for Education Plus. It is an online data management portal operated by the Ministry of Education to collect comprehensive, real-time institutional data on schools, student enrollment, teacher qualifications, and physical infrastructure across India.

188. (B) Positively Skewed (tail extends to the right)
When a test paper is exceptionally difficult, a large majority of students obtain low marks, clustering scores on the left side of the distribution. The few high scores pull the distribution tail outward to the right, creating a Positively Skewed distribution.

189. (A) II and III only
Reliability coefficients range from 0.00 to $+1.00$ (they cannot be negative). High-stakes standardized tests require reliability coefficients of 0.85 or higher, and adding quality parallel items increases reliability, making statement I false while statements II and III are correct.

190. (D) Samagra Shiksha
Samagra Shiksha was launched in 2018 as an overarching flagship scheme for school education from pre-school to Grade 12. It subsumed three former Centrally Sponsored Schemes: Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education.

191. (B) 6 to 14 years
Article 21A of the Indian Constitution guarantees free and compulsory education as a Fundamental Right specifically for children aged six to fourteen years, establishing the constitutional mandate for elementary education across India.

192. (A) Both A and R are true and R is the correct explanation of A
Adding parallel items to a test increases its internal consistency reliability because a longer test samples the construct domain more thoroughly. Expanding representative items reduces the proportional impact of random measurement error, resulting in stable test scores.

193. (D) Rubric
A Rubric is an evaluation tool used to score performance-based tasks, portfolios, and open-ended student assignments. It consists of explicit assessment criteria and detailed qualitative descriptors defining distinct performance levels across evaluated learning dimensions.

194. (D) High distractor efficiency for pinpointing student misconceptions
Designing distractors around common algorithmic errors maximizes distractor efficiency in diagnostic testing. This approach helps identify specific cognitive misconceptions and procedural mistakes, enabling teachers to target underlying learning difficulties through focused remedial instruction.

195. (D) I, II and III
The NPE 1986 established a National System of Education using the $10+2+3$ structure, introduced a Core Curriculum to reinforce national identity and constitutional values, and prioritized equal educational opportunities for women, SCs, STs, and minorities, making all three statements correct.

196. (D) Central Government by notification
Section 20 of the RTE Act 2009 empowers the Central Government to alter or amend the Schedule specifying school norms and standards by issuing official notifications, ensuring uniform infrastructural and instructional standards across states.

197. (A) 35
Raw score (X) is calculated from z-score using $X=\bar{X}+z(\sigma)$. Substituting Mean $\bar{X}=50$, standard deviation $\sigma=10$, and $z=-1.5$ yields $X=50+(-1.5)(10)=50-15=35$.

198. (B) Article 350B
Article 350B of the Indian Constitution, inserted by the 7th Constitutional Amendment Act 1956, empowers the President to appoint a Special Officer for Linguistic Minorities. The officer investigates matters relating to linguistic safeguards and reports directly to the President.

199. (D) A is false but R is true
Norm-referenced tests are designed to discriminate among examinees and produce relative rankings for selection, making Criterion-referenced tests unsuited for competitive selection rankings. Thus, Assertion A is false and Reason R is true.

200. (A) Ages 3 to 8
Under the NEP 2020 5+3+3+4 framework, the Foundational Stage targets children aged 3 to 8.

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It integrates three years of flexible pre-schooling (ECCE) in Anganwadis or Balvatikas with two years of primary schooling in Grades 1 and 2.

201. (C) 100% of students
The Item Difficulty Index (P) represents the proportion of examinees who answered an item correctly. An index of $P = 1.00$ indicates that 100 percent of examinees answered the item correctly, demonstrating that the item was answered correctly by every test-taker.

202. (D) I, II and III
The Kothari Commission (1964–66) recommended allocating 6% of National Income to education, advocated the Common School System for social cohesion, and proposed the uniform $10 + 2 + 3$ educational structure, making all three statements correct.

203. (A) Mean < Median < Mode
In a negatively skewed distribution, a high concentration of examinees achieves high marks, leaving a tail extending toward lower scores. Extreme low scores pull the Mean downward below the Median, establishing the positional relationship Mean < Median < Mode.

204. (C) Strictly prohibited under all circumstances
Section 28 of the RTE Act 2009 imposes a strict ban on private tuition by teachers. Government school teachers are prohibited from engaging in private coaching activities, ensuring complete commitment to institutional teaching responsibilities.

205. (D) The consistency of scores assigned by two or more independent raters evaluating the same performance task
Inter-Rater Reliability measures the degree of score agreement between two or more independent raters evaluating the same performance task, subjective response, or portfolio. High inter-rater reliability indicates that scoring rubrics are objective and consistently applied.

206. (C) A is true but R is false
Article 30(1) grants minorities the right to establish and administer educational institutions. However, this right does not exempt institutions from state regulatory standards concerning health, sanitation, safety, and teacher qualifications, making Reason R false.

207. (C) Section 8
Section 8 of the RTE Act 2009 delineates the statutory duties of the Appropriate Government, obligating it to provide free and compulsory elementary education, ensure neighbourhood school availability, prevent non-enrollment discrimination, and maintain quality standards.

208. (A) I and II only
NCFFS 2022 was developed by NCERT based on NEP 2020 to guide play-based and activity-based learning for ages 3 to 8. It explicitly prohibits formal written examinations at early ages, making statement III incorrect.

209. (D) The test is reliable but not valid for the prescribed syllabus
A high reliability coefficient ($r = 0.92$) confirms that the test produces consistent scores across administrations. However, testing content outside the prescribed syllabus compromises content validity, rendering the test reliable but invalid for evaluating the prescribed syllabus.

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210. (C) Parent or Guardian
Article 51A(k) of the Indian Constitution, inserted by the 86th Amendment Act 2002, establishes a Fundamental Duty casting responsibility upon every parent or guardian to provide educational opportunities to their child or ward between six and fourteen years of age.

211. (B) 1
A standard normal distribution (z-distribution) is a standardized probability distribution scaled to standard deviation units. By mathematical definition, its mean equals zero ($\mu = 0$) and its standard deviation equals one ($\sigma = 1$).

212. (C) To identify specific learning difficulties and conceptual misconceptions of individual students
Diagnostic tests are designed to evaluate learning progress by identifying specific learning difficulties, skill gaps, and underlying conceptual misconceptions. Their results enable educators to design targeted remedial instruction and personalized learning interventions.

213. (A) Both A and R are true and R is the correct explanation of A
The 86th Constitutional Amendment Act 2002 established Article 21A, guaranteeing free and compulsory education for ages 6 to 14 as a Fundamental Right. It simultaneously substituted Article 45 in Directive Principles to

239. (D) Content domains, instructional objectives, and item types according to assigned weightages
A Table of Specifications (Blueprint) balances test construction across three key dimensions: content domains or topics, cognitive instructional objectives (such as remember, apply, analyze), and question types (essay, short-answer, multiple-choice), aligned according to planned curriculum weightages.

240. (D) I, II and III
NEP 2020 assessment reforms emphasize shifting from summative testing to continuous formative evaluations, focusing on higher-order thinking skills, and establishing PARAKH to set standard evaluation guidelines across school boards, making all three statements correct.

241. (B) Section 17
Section 17(1) of the RTE Act 2009 explicitly prohibits subjecting any child to physical punishment or mental harassment in schools. Section 17(2) stipulates that violators are liable to disciplinary action under applicable service rules.

242. (B) 36
Variance (σ^2) is mathematically defined as the square of the Standard Deviation (σ). Given a Standard Deviation of 6, calculating its square yields a Variance of 36 ($\sigma^2 = 6^2 = 36$).

243. (D) National Advisory Council (NAC)
Section 33 of the RTE Act 2009 mandates the Central Government to constitute a National Advisory Council (NAC). The Council advises the Central Government on effective implementation of the Act's provisions across states.

244. (D) A is false but R is true
Standardized norm-referenced tests are designed to evaluate relative student standing across broad content areas, making them unsuited for diagnosing granular classroom learning difficulties. Diagnostic tests focus on specific prerequisite skills and error patterns, rendering Assertion A false and Reason R true.

245. (A) $z = \frac{X - \bar{X}}{\sigma}$
Standard z-score quantifies how many standard deviation units a raw score lies above or below the mean. It is calculated using $z = (X - \bar{X})/\sigma$, where X is the raw score, $\bar{X}$ is the mean, and σ is the standard deviation.

246. (D) I, II and III
The 86th Constitutional Amendment Act 2002 inserted Article 21A (Fundamental Right to Education), substituted Article 45 (Early Childhood Care in DPSP), and added Clause (k) to Article 51A (Fundamental Duty for parents), making all three statements correct.

247. (D) Only 5% of students answered the item correctly, making it extremely difficult
The Item Difficulty Index (P) represents the proportion of examinees who answered an item correctly. An index of $P = 0.05$ indicates that only 5 percent of students answered correctly, demonstrating that the item was extremely difficult for the tested sample.

248. (A) Play, discovery, and activity-based learning mixed with light textbook learning for Grades 3 to 5 (ages 8-11)
In the NEP 2020 5+3+3+4 framework, the Preparatory Stage covers Grades 3 through 5 for children aged 8 to 11. It transitions children from foundational play toward light textbook learning, incorporating interactive classroom teaching, basic literacy, numeracy, and environmental studies.

249. (D) National Policy on Education (NPE 1986)
The National Policy on Education 1986 recommended establishing District Institutes of Education and Training (DIETs) in every district across India. DIETs provide pre-service and in-service training to elementary school teachers and offer resource support to local schools.

250. (A) Both A and R are true and R is the correct explanation of A
Constructing a test Blueprint ensures balanced content validity by mapping test items against instructional objectives, syllabus topics, and question formats. This structural planning prevents over-representation or omission of syllabus content, producing a representative assessment instrument.

251. (D) I, II and III
Section 27 of the RTE Act 2009 prohibits deploying school teachers for non-educational duties, except for three statutory exemptions: decennial population census operations, disaster relief duties, and elections to local bodies, State Legislatures, and Parliament, making all three items permitted.

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achievement cannot be validly used to assess artistic aptitude, illustrating that validity depends on specific inferences.

227. (D) Neighbourhood school
Section 3(1) of the RTE Act 2009 guarantees every child aged six to fourteen years the fundamental right to free and compulsory elementary education in a local neighbourhood school, establishing accessible schooling close to the student's residence.

228. (D) I, II and III
Split-Half Reliability divides a test into two equivalent halves, calculates the Pearson correlation coefficient between scores on both halves, and applies the Spearman-Brown formula to estimate internal consistency for the total test length, making all three statements correct.

229. (D) Air-conditioned computer laboratory in every primary school
The RTE Act Schedule specifies mandatory infrastructure requirements: all-weather school buildings, one classroom per teacher, barrier-free access, separate toilets for boys and girls, drinking water facilities, and play material. Air-conditioned computer laboratories are not part of these statutory requirements.

230. (A) 0
A standard normal distribution (z-distribution) is derived by subtracting the population mean from raw scores and dividing by the standard deviation. This standardizing transformation places the distribution center at a Mean value of zero ($\mu = 0$).

231. (D) Every State and every local authority within the State
Article 350A of the Indian Constitution places an explicit duty upon every State and local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education for children belonging to linguistic minority groups.

232. (A) Both A and R are true and R is the correct explanation of A
Item analysis provides statistical data on Item Difficulty (P), Item Discrimination (D), and Distractor Efficiency. Evaluating these indicators enables test construction committees to identify effective items, revise ambiguous phrasing, and discard non-discriminating questions to build valid assessment instruments.

233. (D) The degree to which test scores accurately predict performance on a future criterion measure
Predictive Validity is a form of criterion-related validity that measures how accurately test scores forecast performance on an external criterion evaluated at a future date, such as entrance exam scores predicting future academic achievement.

234. (D) I, II and III
The NIPUN Bharat Mission was launched under Samagra Shiksha to address learning needs for children aged 3 to 9 years. It targets universal foundational literacy and numeracy acquisition by Grade 3 by 2026–27, making all three statements correct.

235. (B) Bimodal Distribution
When a score distribution exhibits two distinct peak modes across its frequency curve—indicating two high-frequency values—it is statistically classified as a Bimodal Distribution, often reflecting two distinct performance sub-groups within the tested sample.

236. (C) 25%
Section 12(1)(c) of the RTE Act 2009 mandates that private unaided non-minority schools must reserve at least twenty-five percent of entry-level seats for children belonging to weaker sections and disadvantaged groups in the local neighbourhood, providing free elementary education.

237. (B) Article 29(2)
Article 29(2) of the Indian Constitution guarantees that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language, or any of them.

238. (A) Both A and R are true and R is the correct explanation of A
Objectivity in testing ensures that test scores remain free from subjective scorer bias. Multiple-choice tests display high scoring objectivity because fixed answer keys produce identical scores regardless of who evaluates the test, unlike essay questions requiring subjective judgment.

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focus state efforts on early childhood care and education for children under six years.

214. (B) 35:1
The Schedule under Section 19 and Section 25 of the RTE Act 2009 prescribes a maximum Pupil-Teacher Ratio of 35:1 for upper primary classes (Classes VI to VIII), along with at least one subject teacher each for Science/Maths, Social Studies, and Languages.

215. (A) I and II only
Summative Assessment takes place at the end of an instructional unit or term to evaluate, certify, and grade total achievement against benchmark standards. Providing continuous, immediate feedback during learning describes Formative Assessment, rendering statement III incorrect.

216. (A) 56
Range measures score dispersion and is calculated by subtracting the lowest score from the highest score in a distribution ($Range = X_{\max} - X_{\min}$). Subtracting 42 from 98 yields a range of 56 ($98 - 42 = 56$).

217. (D) Standard-setting body for student assessment and evaluation across all recognized school boards in India
PARAKH is established under NEP 2020 as a national assessment center within NCERT. It acts as a standard-setting body to formulate assessment guidelines, promote 21st-century skill evaluation, and align learning assessment practices across recognized school boards in India.

218. (B) Article 30(1)
Article 30(1) of the Indian Constitution grants all religious and linguistic minorities the fundamental right to establish and administer educational institutions of their choice, protecting institutional autonomy in staff recruitment and student administration.

219. (D) As reliability increases, SEM decreases
The Standard Error of Measurement is calculated using $SEM = \sigma\sqrt{1 - r_{xx}}$. Higher test reliability ($\eta_{\{\times\}}$) reduces the value under the square root, resulting in a smaller SEM and indicating greater precision in observed scores.

220. (D) A is false but R is true
Continuous and Comprehensive Evaluation does not eliminate terminal summative assessments; rather, it combines formative and summative evaluations across scholastic and co-scholastic domains using diverse evaluation tools throughout the academic year, rendering Assertion A false and Reason R true.

221. (A) The Schedule to the Act
Section 19 of the RTE Act 2009 stipulates that no school shall be established or recognized unless it satisfies the structural norms and standards specified in the Schedule to the Act, covering physical facilities, instructional days, and teacher deployment ratios.

222. (A) I, II and III only
Mean is the arithmetic average, Median represents the 50th percentile, and Mode is the score with the highest frequency. Distributions can be bimodal or multimodal, meaning Mode is not always unique, rendering statement IV incorrect.

223. (B) Retain the item as an excellent item with high discrimination and optimal difficulty
An item with a Difficulty Index of 0.50 offers optimal difficulty for score variance, while a Discrimination Index of $+0.55$ demonstrates strong discrimination between high and low achievers, confirming that the item should be retained without modification.

224. (A) P.A. Inamdar v. State of Maharashtra (2005)
In P.A. Inamdar v. State of Maharashtra (2005), a 7-judge Constitution Bench held that private unaided professional institutions enjoy autonomy in managing admissions and fee structures, provided admissions remain transparent, merit-based, non-exploitative, and free from capitation fees.

225. (D) 360-degree Holistic Progress Card (HPC)
NEP 2020 introduces a 360-degree Holistic Progress Card to replace traditional mark-sheets. The card provides a multidimensional summary of student growth across cognitive, affective, and psychomotor domains, integrating self, peer, and teacher evaluations alongside project accomplishments.

226. (A) Both A and R are true and R is the correct explanation of A
Test validity is not an absolute, static property; it applies specifically to the intended purpose and context of test score interpretation. A test validated for evaluating mathematics

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252. (B) Spearman Rank-Order Correlation Coefficient (ρ)
The Spearman Rank-Order Correlation Coefficient (ρ) is the appropriate non-parametric statistical technique for measuring the strength and direction of association between two variables measured on an ordinal scale, such as student rank orders in Art and Music.

253. (D) The consistency of test scores obtained by administering the exact same test to the same group of individuals on two different occasions
Test-Retest Reliability measures score stability over time. It is computed by administering the same test instrument to the same group of individuals on two separate occasions and calculating the correlation coefficient between the two sets of scores.

254. (D) I, II and III
The Holistic Progress Card under NEP 2020 replaces traditional mark-sheets with a 360-degree report. It evaluates cognitive, affective, and psychomotor growth, incorporating self-assessment, peer feedback, and teacher evaluations, making all three statements correct.

255. (D) Median
In any continuous score distribution, the 50th Percentile (P_{50}) is mathematically identical to the Median. Both positional measures mark the exact point that divides an ordered score distribution into two equal halves.

256. (A) Both A and R are true and R is the correct explanation of A
The 42nd Constitutional Amendment Act of 1976 moved Education to the Concurrent List (List III) of the Seventh Schedule. Concurrent jurisdiction empowered Parliament to enact uniform national legislation, such as the Right to Education Act 2009, while allowing state adaptations.

257. (D) Re-examination within two months after providing remedial instruction
Section 16 of the RTE Act (as amended in 2019) allows states to hold regular examinations in Class 5 and Class 8. If a student fails, the school must provide remedial instruction and conduct a re-examination within two months before considering detention.

258. (C) 70
Standard T-score is computed using the linear conversion formula $T = 50 + 10(z)$. Substituting a z-score of $+2.0$ into the equation yields $T = 50 + 10(2.0) = 50 + 20 = 70$.

259. (D) I, II and III
NEP 2020 introduces the 5+3+3+4 school structure, targets 100% Gross Enrolment Ratio in school education by 2030, and mandates establishing PARAKH as a national assessment center, making all three statements correct.

260. (B) Unni Krishnan v. State of Andhra Pradesh (1993)
In Unni Krishnan v. State of Andhra Pradesh (1993), the Supreme Court ruled that education is not a trade or commerce, declaring capitation fees and commercialization of education unconstitutional while upholding state authority to regulate private institutional admissions and fee structures.

261. (D) The extent to which test items representative sample the specified content domain and instructional objectives being measured
Content Validity reflects how thoroughly test items sample the specified subject content domain and instructional objectives. Establishing content validity requires systematic item alignment with curriculum specifications, ensuring balanced representation across taught topics without construct-irrelevant variance.

262. (D) A is false but R is true
Formative assessment is designed to monitor learning and inform instruction during the teaching process rather than assign end-of-term grades or ranks. Summative assessment evaluates cumulative learning against standards at the end of instruction, making Assertion A false and Reason R true.

263. (C) 75%
Section 21(1) of the RTE Act 2009 mandates that at least 75 percent of the members of a School Management Committee (SMC) shall be parents or guardians of students enrolled in the school, ensuring community-led school governance.

264. (B) Semi-Interquartile Range (Quartile Deviation)
Semi-Interquartile Range, or Quartile Deviation, is a measure of dispersion defined as half the distance between the third quartile (Q_3) and first

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quartile (Q_1). Expressed as $\frac{Q_3 - Q_1}{2}$, it quantifies score spread around the median.

265. (D) Item 10
Item 10 features an optimal difficulty index ($P = 0.50$) and high discrimination power ($D = +0.60$), maximizing score variance for norm-referenced testing. Item 20 is too easy ($P = 0.95$) and fails to discriminate ($D = 0.05$), making Item 10 superior.

266. (D) I, II and III
The 93rd Constitutional Amendment Act 2005 added Article 15(5), enabling special reservation provisions for SCs, STs, and SEBCs in educational admissions across public and private institutions, while explicitly exempting minority educational institutions under Article 30(1), making all three statements correct.

267. (D) 3 years of Anganwadi/Pre-school + Grades 1 and 2 (ages 3 to 8)
In the NEP 2020 5+3+3+4 framework, the Foundational Stage covers five years for ages 3 to 8. It comprises three years of pre-school education in Anganwadis or Balvatikas, followed by two years of primary schooling in Grades 1 and 2.

268. (A) Both A and R are true and R is the correct explanation of A
Standardized diagnostic tests provide detailed insights into individual student learning errors to guide remedial instruction. They analyze performance on granular prerequisite skills and common error patterns rather than focusing on total scores, making Reason R the correct explanation of Assertion A.

269. (D) Any of the above
Section 14(1) of the RTE Act 2009 specifies that age proof for school admission can be established through a birth certificate, a hospital/ANM register record, or a parent/guardian declaration. Section 14(2) explicitly prohibits denying admission due to lack of age proof.

270. (B) 95.44%
Standard mathematical properties of a Normal Probability Curve dictate that approximately 95.44 percent of the total area under the curve lies within two standard deviations above and below the mean (between Mean -2σ and Mean $+2\sigma$).

271. (D) 61
Original sum of 50 scores is $50 \times 60 = 3000$. Correcting the misread score adds the difference $(70 - 20 = 50)$, giving a corrected sum of 3050 . Dividing 3050 by 50 yields a corrected mean score of 61.

272. (D) I, II and III
Samagra Shiksha subsumed SSA, RMSA, and Teacher Education into a unified scheme covering pre-school to Grade 12. It aligns with Sustainable Development Goal 4 for quality inclusive education, making all three statements correct.

273. (B) Section 13(1)
Section 13(1) of the RTE Act 2009 explicitly mandates that no school or person shall, while admitting a child, collect any capitation fee or subject the child or their parents to any screening procedure, ensuring open and non-discriminatory access.

274. (D) A is false but R is true
High reliability indicates score consistency but does not guarantee validity for a specific purpose; a test can consistently measure the wrong construct. Validity assesses whether a test accurately measures its intended domain, rendering Assertion A false and Reason R true.

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275. (D) To align test items proportionally across content areas, cognitive domains, and item types
The primary purpose of drafting a test Blueprint (Table of Specifications) is to align assessment items proportionally across syllabus content areas, cognitive objective levels, and question types, ensuring structural balance and high content validity.

276. (B) Weaker sections of the people, and, in particular, SCs and STs
Article 46 of the Indian Constitution directs the State to promote with special care the educational and economic interests of the weaker sections of the people, specifically focusing on Scheduled Castes and Scheduled Tribes, while protecting them from social injustice.

277. (D) $+0.60$
Item Discrimination Index (D) is computed using $D = \frac{R_H - R_L}{N}$. Substituting upper group correct responses ($R_H = 40$), lower group correct

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responses ($R_L = 10$), and group size ($N = 50$) yields $D = \frac{40-10}{5}0 = 3\frac{0}{5}0 = +0.60$.

278. (D) I, II and III
NCF-SE 2023 covers four school stages, offers multidisciplinary subject choices in Grades 11 and 12 without rigid stream boundaries, and was formulated by the National Steering Committee chaired by Dr. K. Kasturirangan, making all three statements correct.

279. (B) Variance
In statistics, Variance (σ^2) is defined mathematically as the arithmetic mean of squared deviations from the distribution mean, representing the square of the Standard Deviation (σ).

280. (A) Both A and R are true and R is the correct explanation of A
Article 350A directs States to provide primary education facilities in the mother-tongue for linguistic minorities. Learning in one's native language during early childhood enhances cognitive processing, literacy acquisition, and conceptual development, making Reason R the correct explanation for Assertion A.

281. (D) Disciplinary action under the service rules applicable to such person
Section 17(2) of the RTE Act 2009 stipulates that whoever violates the statutory prohibition against corporal punishment or mental harassment shall be liable to disciplinary action under the service rules applicable to such personnel.

282. (D) Internal consistency estimate calculated by splitting a test into two halves and correlating student scores on the two halves
Split-Half Reliability is an internal consistency measure derived by splitting a single test instrument into two equivalent halves, calculating the correlation between examinee scores on both halves, and applying the Spearman-Brown prophecy formula to estimate full-test reliability.

283. (B) 8
Adding a constant value to every score in a distribution shifts the mean by that constant but leaves the relative spread of scores unchanged. Consequently, the Standard Deviation remains completely unchanged at 8.

284. (D) I, II and III
NIPUN Bharat Mission focuses on Foundational Literacy and Numeracy for children aged 3 to 9 years (pre-school to Grade 3) and operates under the Samagra Shiksha scheme, making all three statements correct.

285. (D) Section 24
Section 24(1) of the RTE Act 2009 lays down the statutory duties of teachers, including maintaining regular attendance, completing curriculum within specified timeframes, assessing individual learning abilities, and holding regular parent meetings.

286. (A) Both A and R are true and R is the correct explanation of A
The total area under a standard normal curve equals 1.00 (or 100%) because the normal curve represents a continuous probability density function where the sum of probabilities across all possible outcomes equals unity, making Reason R the correct explanation of Assertion A.

287. (A) 15
For an odd-numbered dataset arranged in ascending order (5, 8, 12, 15, 20, 22, 28), the Median is the middlemost value. With seven data points, the 4th score is 15, which serves as the Median.

288. (D) The person (or if a minor, their guardian) has given consent thereto
Article 28(3) of the Indian Constitution mandates that no person attending a state-recognized or state-aided educational institution shall be required to attend religious instruction or worship unless that person, or their guardian if a minor, has given explicit voluntary consent.

289. (D) Reject or revise the item because more low-performing students answered it correctly than high-performing students
A negative Discrimination Index ($D = -0.30$) indicates a defective test item where low-performing students answered correctly more frequently than high-performing students. Such items contradict assessment logic and must be rejected or thoroughly revised.

290. (D) I, II, III and IV
The 86th Constitutional Amendment Act 2002 was enacted under Prime Minister Atal Bihari Vajpayee. It inserted Article 21A, substituted

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Article 45, and added Article 51A(k), making all four statements correct.

291. (D) The degree to which a test appears to non-experts and examinees to measure what it claims to measure
Face Validity refers to the superficial appearance of a test to non-experts, examinees, and lay observers, assessing whether the test items appear relevant to the intended construct without relying on formal statistical analysis.

292. (D) A is false but R is true
Percentile ranks do not provide equal-interval scaling; they reflect ordinal rank positions that cluster near the mean and spread out at extreme ends. This distribution distorts raw score differences, rendering Assertion A false and Reason R true.

293. (A) 30:1
The Schedule of the RTE Act 2009 prescribes a Pupil-Teacher Ratio of 30:1 for primary schools (Classes I to V) with enrollments up to 200 students, ensuring adequate teacher availability for primary instruction.

294. (A) $T = 50 + 10z$
Standard T-scores convert raw scores to a scale with a Mean of 50 and Standard Deviation of 10. The linear transformation equation connecting z -scores to T-scores is expressed as $T = 50 + 10z$.

295. (A) Positively Skewed
When a score distribution features a tail extending far out to the right toward higher score values, it indicates a high concentration of low scores and a few extreme high marks, which is statistically designated as a Positively Skewed distribution.

296. (D) I, II and III
Article 30(1A) was added by the 44th Amendment Act 1978. It governs state acquisition of minority educational institution property, requiring compensation amounts that do not restrict or abrogate rights guaranteed under Article 30(1), making all three statements correct.

297. (C) Kothari Commission (1964-66)
The Education Commission (1964–66), chaired by Dr. D.S. Kothari, recommended establishing the Common School System. This model aimed to provide equal educational opportunities across social strata, promoting social cohesion and national integration.

298. (C) A is true but R is false
Competency-based assessment evaluates student proficiency in applying core skills and concepts in real-world contexts. It replaces rote memorization with demonstrated skill mastery, making Assertion A true and Reason R false.

299. (A) Allow the school to detain the child in that class
Under Section 16 of the RTE Act (as amended in 2019), if a child fails the re-examination conducted for Class 5 or Class 8 following remedial instruction, the appropriate Government may authorize the school to detain the child in that class.

300. (A) 5+3+3+4
NEP 2020 replaces the legacy 10+2 school structure with a 5+3+3+4 pedagogical design covering ages 3 to 18, divided into Foundational (5 years), Preparatory (3 years), Middle (3 years), and Secondary (4 years) stages.

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CHAPTER 05

Educational Measurement: Concepts, Tools, and Techniques

1. Under which Article of the Constitution of India is the obligation placed on the State to provide free and compulsory education to all children of the age of six to fourteen years?
(A) Article 21A
(B) Article 45
(C) Article 51A(k)
(D) Article 350A

2. The 86th Constitutional Amendment Act, 2002 inserted Article 21A into the Constitution of India. Which fundamental duty was simultaneously added to Article 51A?
(A) Article 51A(e)
(B) Article 51A(h)
(C) Article 51A(k)
(D) Article 51A(j)

3. Consider the following statements regarding Article 45 of the Constitution of India:
Statement I: Article 45 originally belonged to the Directive Principles of State Policy and directed the State to endeavor to provide free and compulsory education for all children until they complete the age of fourteen years.
Statement II: Following the 86th Constitutional Amendment Act, 2002, the scope of Article 45 was modified to focus on early childhood care and education for all children until they complete the age of six years.
Statement III: Article 45 is now justiciable under the jurisdiction of the High Courts under Article 226.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

4. Article 46 of the Constitution of India directs the State to promote with special care the educational and economic interests of which specific sections of the population?
(A) Women and children under six years of age
(B) Religious and linguistic minorities only
(C) Economically weaker sections of non-reserved categories
(D) Scheduled Castes, Scheduled Tribes, and other weaker sections

5. Article 350A of the Constitution of India places a duty on every Local Authority and State to provide adequate facilities for instruction in the mother tongue at which stage of education?
(A) Secondary stage of education
(B) Primary stage of education
(C) Pre-primary stage of education
(D) Higher secondary stage of education

6. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Education was transferred from the State List to the Concurrent List in the Seventh Schedule of the Constitution of India by the 42nd Constitutional Amendment Act, 1976.
Reason (R): Placing education in the Concurrent List enables both the Parliament and State Legislatures to legislate on educational matters, ensuring national uniformity while allowing local adaptability.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

7. Which entry in List III (Concurrent List) of the Seventh Schedule of the Constitution of India specifically deals with "Education, including technical education, medical education and universities"?
(A) Entry 17
(B) Entry 20
(C) Entry 25
(D) Entry 32

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8. The University Education Commission (1948–49) was chaired by which eminent scholar?
(A) Dr. S. Radhakrishnan
(B) Dr. D.S. Kothari
(C) Dr. A. Lakshmanaswami Mudaliar
(D) Dr. Zakir Husain

9. Consider the following recommendations regarding secondary education:
I. Introduction of a three-year higher secondary and four-year first degree course structure.
II. Establishment of Multipurpose Schools to offer diversified courses.
III. Establishment of a Central Advisory Board of Secondary Education.
IV. Emphasis on craft and vocational training alongside general subjects.
Which of the above recommendations were made by the Secondary Education Commission (1952–53) chaired by Dr. A. Lakshmanaswami Mudaliar?
(A) I, II and IV only
(B) II, III and IV only
(C) I, II and III only
(D) I, II, III and IV

10. A Principal of a government school is reviewing the constitutional mandate regarding minority educational institutions under Article 30(1). Which action by the administration would violate Article 30(1)?
(A) Subjecting minority schools to general health, safety, sanitation, and structural standards
(B) Enforcing total government control over appointing the school managing committee
(C) Imposing a mandatory school syllabus for core academic subjects equivalent to state standards
(D) Requiring qualified teaching staff holding prescribed minimum qualifications under regulations

11. Which Commission first recommended that at least 6% of the National Income (GNP) should be devoted to education in India?
(A) Education Commission (1964–66)
(B) Secondary Education Commission (1952–53)
(C) National Knowledge Commission (2006)
(D) University Grants Commission (1956)

12. The "Common School System" concept in Indian policy discourse was originally recommended by which body?
(A) NPE 1986
(B) Mudaliar Commission (1952–53)
(C) Kothari Commission (1964–66)
(D) Acharya Ramamurti Committee (1990)

13. Which of the following pair of Commission/ Committee and its primary focus area is INCORRECTLY matched?
(A) Yashpal Committee (1993) – Focus on Learning Without Burden
(B) Acharya Ramamurti Committee (1990) – Review of NPE 1986 Policy
(C) Kothari Commission (1964–66) – National System of Education
(D) Mudaliar Commission (1952–53) – Early Childhood Education

14. Which scheme was introduced as part of the Programme of Action (POA) 1992 following NPE 1986 to provide essential minimum physical and learning facilities in primary schools across India?
(A) Sarva Shiksha Abhiyan
(B) Rashtriya Madhyamik Shiksha Abhiyan
(C) Operation Blackboard
(D) PM-SHRI Scheme

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The NPE 1986 emphasized the Open University system and distance education to expand higher educational opportunities.
Reason (R): The Acharya Ramamurti Committee (1990) recommended the complete abolishment of non-formal education centers in favor of compulsory residential schooling.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. The National Policy on Education (NPE) 1986 proposed the establishment of special residential schools for talented children, primarily from rural areas. These schools are known as:
(A) Eklavya Model Residential Schools
(B) Kendriya Vidyalayas
(C) Kasturba Gandhi Balika Vidyalayas
(D) Jawahar Navodaya Vidyalayas

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17. The Yashpal Committee Report (1993) titled "Learning Without Burden" primarily highlighted which major concern in Indian school education?
(A) Overburdening of school children due to curriculum overload
(B) Inadequate financial allocations for public school teacher salaries
(C) Lack of digital infrastructure in primary rural government schools
(D) Ineffectiveness of external public examinations at the Class 10 level

18. Under the National Education Policy (NEP) 2020, what is the newly designed curricular and pedagogical structure for school education replacing the traditional 10+2 system?
(A) 5+3+3+4
(B) 3+5+3+4
(C) 5+4+3+3
(D) 4+3+3+5

19. In the 5+3+3+4 structure formulated by NEP 2020, which age group corresponds to the "Foundational Stage"?
(A) Ages 3 to 8
(B) Ages 6 to 11
(C) Ages 8 to 11
(D) Ages 3 to 6

20. A school Principal is restructuring the timetable for Classes 3 to 5 to align with the "Preparatory Stage" of NEP 2020. Which pedagogical approach should the Principal prioritize according to NEP 2020 guidelines for this stage?
(A) Purely textbook-centric lecture and rote memorization routines
(B) Specialized discipline-based theoretical lectures with formal examinations only
(C) Independent research projects and self-directed internship modules
(D) Play, discovery, activity-based, and interactive classroom learning

21. Which classes are included in the "Middle Stage" under the 5+3+3+4 curricular structure of NEP 2020?
(A) Nursery to Class 2
(B) Classes 6 to 8
(C) Classes 3 to 5
(D) Classes 9 to 12

22. According to NEP 2020, what is the main pedagogical transition that occurs at the "Secondary Stage" (Classes 9 to 12)?
(A) Focus on basic foundational literacy and numeracy skills in primary classes
(B) Exclusive segregation into rigid academic streams of Science, Commerce, and Humanities
(C) Multidisciplinary study, critical thinking, and flexibility in subject choice
(D) Rote learning routines geared solely toward competitive college entry examinations

23. What is the target year set by NEP 2020 to achieve 100% Gross Enrolment Ratio (GER) in preschool to secondary education?
(A) 2025
(B) 2030
(C) 2035
(D) 2040

24. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): NEP 2020 advocates that the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, shall be the mother tongue, local language, or regional language.
Reason (R): Young children learn and grasp complex concepts more quickly and effectively in their home language or mother tongue during early foundational years.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

25. National Assessment Centre, PARAKH, established under NEP 2020, stands for:
(A) Programme for National Assessment, Educational Reform, and Advancement of Knowledge and Health
(B) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
(C) Performance Analysis, Systematic Reporting, and Academic Assessment for Higher Student Learning
(D) Professional Assessment, Educational Research, and Comprehensive Knowledge Harnessing Framework

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26. Which of the following statements regarding the National Curriculum Framework for Foundational Stage (NCFFS) 2022 is INCORRECT?
(A) It is the first integrated curriculum framework in India for children aged 3 to 8 years.
(B) It recommends formal written examinations at age 4 to measure numerical retention.
(C) It was developed by NCERT based on the mandates of NEP 2020.
(D) It uses the concept of Panchakosha Vikas (five domains of development) from Indian educational tradition.

27. Under NCF-SE 2023 (National Curriculum Framework for School Education), how many curricular areas/domains are structured across the school stages?
(A) 4
(B) 6
(C) 8
(D) 10

28. Consider the following statements regarding NCF-SE 2023:
Statement I: NCF-SE 2023 recommends a semester system for Classes 11 and 12 to enable greater flexibility and subject choice.
Statement II: NCF-SE 2023 mandates that students in Secondary Stage must study two languages, at least one of which must be native to India.
Statement III: Board examinations under NCF-SE 2023 will assess high-order thinking skills and core concepts rather than facts learned by rote memory.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

29. The Right of Children to Free and Compulsory Education (RTE) Act came into force in India on which date?
(A) 15th August 2009
(B) 26th January 2010
(C) 1st April 2010
(D) 2nd October 2009

30. Under Section 12(1)(c) of the RTE Act 2009, private unaided schools are required to admit at least what percentage of children from weaker sections and disadvantaged groups in Class 1 (or preschool)?
(A) 10%
(B) 15%
(C) 25%
(D) 33%

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31. A school head refuses admission to a 10-year-old child because the child does not possess a formal birth certificate. Is the Principal's decision legally sustainable under the RTE Act 2009?
(A) No, because Section 14 of the RTE Act prohibits denial of admission for lack of age proof.
(B) Yes, because official identity proof is mandatory for state funding records.
(C) Yes, because age determination without a birth certificate is legally invalid.
(D) No, provided the parents submit an affidavit executed before a First Class Magistrate within 30 days.

32. What is the Pupil-Teacher Ratio (PTR) mandated by the Schedule of the RTE Act 2009 for Primary Schools (Classes 1 to 5) with an enrolment up to 200 students?
(A) 20:1
(B) 25:1
(C) 30:1
(D) 35:1

33. For Upper Primary Schools (Classes 6 to 8), the RTE Act 2009 mandates a Pupil-Teacher Ratio (PTR) of:
(A) 30:1
(B) 35:1
(C) 40:1
(D) 45:1

34. Under the RTE Act 2009, what are the minimum prescribed instructional hours per academic year for Primary (Classes 1-5) and Upper Primary (Classes 6-8) schools respectively?
(A) 600 hours and 800 hours
(B) 800 hours and 1000 hours
(C) 1000 hours and 1200 hours
(D) 750 hours and 900 hours

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Section 16 of the RTE Act 2009 was amended in 2019 to allow States to hold a regular examination at the end of Class 5 and

Class 8.
Reason (R): If a child fails the examination in Class 5 or Class 8, the child is given re-examination within two months, and if failed again, the State may decide to detain the child.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Under Section 17 of the RTE Act 2009, which of the following is strictly prohibited in schools?
(A) Physical punishment and mental harassment
(B) Holding continuous internal assessments
(C) Conducting remedial classes after school hours
(D) Maintaining cumulative record cards

37. Which section of the RTE Act 2009 prohibits private tuition by school teachers?
(A) Section 21
(B) Section 23
(C) Section 28
(D) Section 29

38. Consider the following statements regarding the School Management Committee (SMC) under Section 21 of the RTE Act 2009:
Statement I: The School Management Committee (SMC) constituted under Section 21 of the RTE Act 2009 must have at least 75% representation from parents/guardians.
Statement II: At least 50% of the total members of the SMC must be women.
Statement III: Proportional representation must be given to parents of children belonging to disadvantaged groups and weaker sections in the SMC.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

39. Consider the following non-educational administrative duties:
I. Decennial population census
II. Disaster relief duties
III. Elections to local bodies, State Assembly, and Parliament
IV. Pulse polio immunization campaigns
V. General socio-economic surveys conducted by non-governmental organizations
Which of the above non-educational administrative duties can a school teacher be legitimately deployed for under Section 27 of the RTE Act 2009?
(A) I, II and III only
(B) I, III and IV only
(C) II, III and V only
(D) I, II, III, IV and V

40. Under Section 23 of the RTE Act 2009, the minimum professional qualifications for appointment as a teacher are laid down by which authorized body?
(A) Central Board of Secondary Education (CBSE)
(B) National Council of Educational Research and Training (NCERT)
(C) National Assessment and Accreditation Council (NAAC)
(D) National Council for Teacher Education (NCTE)

41. Samagra Shiksha Scheme is an overarching flagship programme for the school education sector extending from:
(A) Class 1 to Class 10
(B) Pre-school to Class 12
(C) Class 1 to Class 8
(D) Pre-school to Class 8

42. Which three erstwhile schemes were subsumed to create the integrated 'Samagra Shiksha' scheme in 2018?
(A) Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education
(B) Mid-Day Meal Scheme, Sarva Shiksha Abhiyan (SSA), and Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
(C) Operation Blackboard Scheme, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE)
(D) Mahila Samakhya Programme, Sarva Shiksha Abhiyan (SSA), and Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

43. What is the designated age group target under the NIPUN Bharat Mission launched by the Ministry of Education?
(A) 0 to 6 years
(B) 3 to 9 years
(C) 6 to 14 years
(D) 5 to 11 years

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44. What is the full form of NIPUN in NIPUN Bharat Mission?
(A) National Initiative for Proficiency in Early Child Innovation and Universal Foundational Numeracy
(B) National Implementation Programme for Universal Primary Education and Foundational Learning
(C) National Initiative for Proficiency in Reading with Understanding and Numeracy
(D) National Initiative for Proficiency in Conceptual Understanding and Numerical Skill Ability

45. What is the target year by which every child in India should achieve Foundational Literacy and Numeracy (FLN) at the end of Grade 3 under NIPUN Bharat (revised alignment with NEP 2020)?
(A) 2024–25
(B) 2026–27
(C) 2029–30
(D) 2032–33

46. A primary school teacher reports that a Class 2 student can read 60 words per minute correctly with comprehension and perform basic two-digit addition. Which level of Lakshya (learning goal) under NIPUN Bharat has the child demonstrated?
(A) Balvatika level
(B) Grade 1 level
(C) Grade 2 level
(D) Grade 3 level

47. National Achievement Survey (NAS) conducted periodically in India evaluates system-level learning achievements of students in which classes?
(A) Classes 1, 3, 5, and 8
(B) Classes 3, 5, 8, and 10
(C) Classes 5, 8, 10, and 12
(D) Classes 2, 4, 6, and 9

48. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): NAS (National Achievement Survey) is a sample-based survey designed to assess the health of the school education system.
Reason (R): NAS results are used to rank individual students and assign grade promotions in high-stakes reporting.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. In the context of educational evaluation, "Measurement" is best defined as:
(A) The qualitative judgment and subjective evaluation of a student's personal ethical character
(B) The systematic interpretation and analysis of standardized test scores to assign final grades
(C) The process of continually modifying classroom curriculum and instruction based on feedback
(D) The process of assigning numbers to attributes according to defined rules

50. Which statement correctly distinguishes between "Measurement" and "Evaluation"?
(A) Measurement is strictly qualitative in nature, while evaluation is concerned solely with quantitative marks.
(B) Measurement assigns a quantitative value, while evaluation adds value judgment to it.
(C) Measurement encompasses evaluation entirely, whereas evaluation is merely a smaller technical subpart of testing.
(D) Evaluation is limited strictly to physical attributes, while measurement applies only to abstract mental constructs.

51. Consider the following descriptions regarding educational measurement and assessment:
I. Measurement: Assigning numbers to traits according to rules (Quantitative).
II. Assessment: Gathering evidence of student learning over time through multiple methods.
III. Evaluation: Making value judgments regarding the quality or worth of learning based on measured evidence.
Which of the above descriptions are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

52. When a Principal compares a student's score against a fixed set of predefined learning standards or criteria without reference to other students, which type of testing is being applied?
(A) Norm-Referenced Testing (NRT)

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(B) Criterion-Referenced Testing (CRT)
(C) Ipsative Testing
(D) Diagnostic Testing

53. Which of the following is the primary purpose of Diagnostic Assessment in school education?
(A) To award final letter grades, diplomas, and official certificates at the end of an academic session
(B) To rank individual students for competitive scholarship selections and special award distributions
(C) To evaluate overall educational institution efficiency for formal state government accreditation
(D) To identify specific learning difficulties and gaps to plan remedial instruction

54. Consider the following statements regarding assessment approaches:
Statement I: Formative assessment is 'Assessment for Learning' carried out during the instructional process.
Statement II: Summative assessment is 'Assessment of Learning' conducted at the end of an instructional period.
Statement III: Peer and self-assessments are key components of 'Assessment as Learning'.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

55. What type of assessment is represented by a test administered before starting a new unit to determine students' prerequisite knowledge and skills?
(A) Placement Assessment
(B) Summative Assessment
(C) Formative Assessment
(D) Benchmark Assessment

56. An English teacher observes that a Class 9 student consistently fails to use subject-verb agreement correctly in essay writing. The teacher conducts a special exercise analyzing specific error patterns to design tailored corrective modules. What type of test is the teacher administering?
(A) Achievement Test
(B) Aptitude Test
(C) Diagnostic Test
(D) Proficiency Test

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57. In test theory, "Validity" of a measuring instrument refers to:
(A) The degree to which a test measures what it purports or claims to measure
(B) The consistency and stability with which a test measures whatever it measures
(C) The ease of administration, scoring, and interpretation of the test
(D) The uniformity of conditions under which the test is administered

58. If a newly designed mathematics test covers the full table of specifications and represents all sub-domains of the Class 10 syllabus proportionally, it possesses high:
(A) Predictive Validity
(B) Content Validity
(C) Concurrent Validity
(D) Construct Validity

59. Which type of validity is established by correlating scores on a newly developed intelligence test with scores obtained simultaneously on an established standard intelligence test?
(A) Predictive Validity
(B) Concurrent Validity
(C) Content Validity
(D) Face Validity

60. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A test can be highly reliable without being valid.
Reason (R): High consistency of test scores across administrations does not guarantee that the test measures the intended psychological construct.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. Which type of validity is concerned with the extent to which test scores accurately predict future performance on a specific criterion task?
(A) Construct Validity
(B) Face Validity
(C) Content Validity
(D) Predictive Validity

62. Which method of estimating test reliability involves administering the exact same test to

the same group of individuals on two separate occasions after a time interval?
(A) Split-Half Method
(B) Equivalent-Forms Method
(C) Test-Retest Method
(D) Kuder-Richardson Method (KR-20)

63. What is a primary limitation of using the Test-Retest method for estimating reliability in educational testing?
(A) High computational complexity requiring specialized advanced statistical analysis software
(B) Inability to calculate standardized correlation coefficients across different student cohorts
(C) Requirement of constructing two completely equivalent parallel forms of the achievement test
(D) Memory, practice, and maturation effects between test administrations

64. The Split-Half method of reliability estimation measures which specific aspect of test reliability?
(A) Stability over time
(B) Inter-scorer consistency
(C) Internal consistency
(D) Predictive power

65. Which formula is used to correct and estimate the reliability of a full-length test when the Split-Half correlation coefficient ($r_{\frac{1}{2}}$) of two half-tests is known?
(A) Spearman-Brown Prophecy Formula
(B) Kuder-Richardson Formula 21
(C) Cronbach's Alpha
(D) Pearson Product-Moment Formula

66. Using the Spearman-Brown Prophecy Formula $R = \frac{2r_{1/2}}{1 + r_{1/2}}$, if the correlation between two half-tests ($r_{\frac{1}{2}}$) is 0.60, what is the estimated reliability coefficient of the full test?
(A) 0.70
(B) 0.75
(C) 0.80
(D) 0.85

67. Cronbach's Alpha (α) is primarily used to estimate internal consistency reliability for tests containing:
(A) Binary / Dichotomously scored items only (0 or 1)
(B) Multi-point, Likert-type, or essay-type items
(C) Speeded psychomotor performance items
(D) Nominally scaled categorical items

68. The "Objectivity" of a test refers to:
(A) The degree to which individual test items are fully aligned with operational learning objectives
(B) The overall difficulty level and item distribution of the easiest item included in the test paper
(C) The physical clarity, layout quality, and legibility of the printed student test paper
(D) The degree to which equal scores are assigned regardless of who grades the response

69. Consider the following practical aspects of test administration:
I. Economy of cost and time during administration
II. Ease of scoring and interpretation of results
III. Clear instructions and administration ease
IV. High internal construct validity indices
Which of the above are components of the "Usability" or "Practicality" of an educational test?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

70. According to S.S. Stevens' hierarchy of measurement scales, which is the simplest and lowest level of measurement?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

71. Roll numbers assigned to students in a school register represent which scale of measurement?
(A) Ordinal Scale
(B) Nominal Scale
(C) Interval Scale
(D) Ratio Scale

72. A school ranks its Class 10 top performers as 1st, 2nd, 3rd, and 4th based on aggregate marks. Which measurement scale is represented by these rank numbers?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

73. Which level of measurement possesses equal units of interval but lacks an absolute, non-arbitrary zero point?

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(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

74. Scores obtained on a standard Temperature scale in Celsius or raw scores on a standardized Academic Achievement Test are examples of which scale of measurement?
(A) Ratio Scale
(B) Interval Scale
(C) Ordinal Scale
(D) Nominal Scale

75. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Height, weight, and reaction time of students are measured on a Ratio Scale.
Reason (R): A Ratio Scale possesses an absolute, true zero point indicating the complete absence of the property being measured, allowing meaningful ratio comparisons.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Which scale of measurement permits ALL arithmetic operations (addition, subtraction, multiplication, and division)?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

77. Which tool of measurement consists of a set of written questions designed to gather self-reported data from respondents across geographical locations?
(A) Sociogram
(B) Checklist
(C) Questionnaire
(D) Anecdotal Record

78. A questionnaire that restricts the respondent to choosing from pre-determined options (e.g., Yes/No, Multiple Choice) is classified as a:
(A) Open-ended Questionnaire
(B) Projective Questionnaire
(C) Unstructured Questionnaire
(D) Closed-ended / Structured Questionnaire

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79. A rating scale that uses bipolar adjectives (e.g., Fair—Unfair, Active—Passive) at opposite ends of a 7-point continuum is called a:
(A) Likert Scale
(B) Semantic Differential Scale
(C) Guttman Scale
(D) Thurstone Scale

80. A typical Likert Scale measuring teacher attitude towards inclusive education uses which format?
(A) Bipolar check mark grid with 10 intervals
(B) Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree options
(C) Forced choice binary choices (True/False)
(D) Ranking order from 1 to 10

81. A tool containing a list of specific behaviors, traits, or steps where an observer simply checks whether the trait is 'Present' or 'Absent' is a:
(A) Rating Scale
(B) Rubric
(C) Checklist
(D) Differential Scale

82. Which statement correctly distinguishes a "Checklist" from a "Rating Scale"?
(A) A checklist evaluates overall quality on a continuum, while a rating scale only notes simple presence or absence.
(B) A checklist notes presence or absence, while a rating scale measures degree of a behavior.
(C) A checklist is used exclusively for cognitive learning domains, while rating scales are used only for physical fitness.
(D) A checklist always requires statistical normalization procedures, whereas a standard rating scale does not require any.

83. A teacher records a detailed, objective description of a specific significant incident observed in a Class 6 student during lunch break, noting the context, exact action, and date without immediate subjective bias. What assessment tool is being used?
(A) Cumulative Record Card
(B) Anecdotal Record
(C) Sociometric Matrix
(D) Differential Rating Scale

84. Which measurement tool or technique is specifically used to study social relationships, peer choices, popularity, and group structure among students in a classroom?
(A) Sociometry

impression.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. In item analysis, if 20 out of 50 total candidates answer Item X correctly, what is the Difficulty Index (P) of Item X?
(A) 0.20
(B) 0.40
(C) 0.50
(D) 0.60

147. If an item has a Difficulty Index ($P = 0.10$), how should this item be described?
(A) Very easy item
(B) Moderately easy item
(C) Very difficult item
(D) Ambiguous item

148. Calculate the Discrimination Index (D) of an item where 15 out of 20 high-scoring students (R_U) and 5 out of 20 low-scoring students (R_L) answered correctly ($N = 20$ per group):
(A) 0.25
(B) 0.50
(C) 0.75
(D) 1.00

149. An item with a Discrimination Index (D) of $+0.45$ is considered:
(A) Poor item to be discarded
(B) Marginally acceptable item needing revision
(C) Excellent item with high discriminating power
(D) Invalid item

150. An administrator observes that students consistently score lower on test forms administered in room 101 due to traffic noise outside. This source of error is classified as:
(A) Random Error
(B) Systematic Environmental Error
(C) Sampling Error
(D) Psychometric Error

151. Which measure of central tendency is calculated as the middle score when data are arranged in order of magnitude?
(A) Mean
(B) Median
(C) Mode
(D) Standard Deviation

152. For a set of marks: 10, 12, 14, 16, 18, 20, 22, what is the Mean?
(A) 14
(B) 16
(C) 18
(D) 20

153. What is the Range of the dataset: 25, 32, 12, 45, 68, 54, 19?
(A) 43
(B) 56
(C) 68
(D) 39

154. Consider the following statements regarding measures of variability:
Statement I: Standard Deviation is the most stable measure of variability.
Statement II: Range is highly sensitive to extreme scores.
Statement III: Quartile Deviation measures the spread of the middle 50% of scores.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

155. In a Normal Probability Curve, what proportion of total area lies between the Mean and $+1$ Standard Deviation ($+1\sigma$)?
(A) 34.13%
(B) 47.72%
(C) 49.87%
(D) 50.00%

156. In a Normal Probability Curve, what percentage of cases falls between -1σ and $+1\sigma$?
(A) 50.00%
(B) 68.26%
(C) 95.44%
(D) 99.74%

157. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Percentile ranks do not form an equal-interval scale.
Reason (R): Percentile ranks tend to exaggerate score differences near the center of a normal distribution and compress differences at the extremes.
(A) Both A and R are true and R is the correct

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(A) 0.00 to 0.20
(B) 0.30 to 0.70
(C) 0.85 to 1.00
(D) 0.00 to 0.10

94. Systematic Error in educational measurement is characterized by:
(A) Unpredictable temporary variations caused by examinee fatigue or sudden loud background noise
(B) Predictable, constant bias affecting scores in one direction
(C) Random measurement fluctuations that average out to zero over repeated test administrations
(D) Unpredictable random guessing patterns and unsystematic errors of individual examinees

95. During an annual examination, an error in the printing press caused line 4 of Question 12 to be completely illegible for all candidates in Exam Center A. What type of measurement error does this represent?
(A) Random Error
(B) Systematic Error
(C) Sampling Error
(D) Standard Error of Estimate

96. Which of the following is a potential source of "Random Error" in student assessment scores?
(A) A malfunctioning clock causing the exam duration to be shortened by 10 minutes for all students
(B) Sudden severe headache experienced by a student during the exam hour
(C) A miscalibrated grading key where Option A is key marked instead of correct Option B
(D) An incorrectly printed grading rubric used by all examiners

97. The Standard Error of Measurement (SEM) is inversely related to which property of a test?
(A) Validity
(B) Usability
(C) Length of paper
(D) Reliability

98. Formula for Standard Error of Measurement (SEM) is given by (s = standard deviation of test scores, $\eta_{\{\times\}}$ = reliability coefficient):
(A) $SEM = s\sqrt{1 - r_{xx}}$
(B) $SEM = s\sqrt{r_{xx} - 1}$
(C) $SEM = r_{xx}\sqrt{1 - s}$
(D) $SEM = \frac{s}{\sqrt{r_{xx}}}$

99. A teacher prepares a Test Blueprint (Table of Specifications) before constructing an end-of-term examination paper. The primary purpose of a Test Blueprint is to ensure:
(A) Balanced representation of objectives and content areas (Content Validity)
(B) Ensuring test items strictly match the administrative printing guidelines
(C) Ensuring an equal statistical distribution of options A, B, C, and D in answer keys
(D) Ensuring that all enrolled students achieve at least 50% passing marks on average

100. A balanced Test Blueprint maps which two main dimensions against each other?
(A) Teacher professional qualification levels and historical student class attendance rates
(B) Content topics and cognitive learning objectives
(C) Total exam time duration and physical classroom seating arrangement specifications
(D) Official school textbooks published and reference books available in the institutional library

101. Consider the following statements regarding Bloom's Revised Taxonomy:
Statement I: Bloom's Revised Taxonomy orders cognitive processes as: Remember, Understand, Apply, Analyze, Evaluate, Create.
Statement II: 'Creating' is placed as the highest level of cognitive processing in the revised taxonomy.
Statement III: 'Knowledge' remains the highest cognitive level in the revised taxonomy.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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102. Continuous and Comprehensive Evaluation (CCE) aims to evaluate:
(A) Only the cognitive academic aspects of child development through formal written tests
(B) Both scholastic and co-scholastic aspects of holistic child growth
(C) Physical athletic and sports performance at national level inter-school competitions only
(D) Academic achievements evaluated strictly through single end-of-year board

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103. Under the Holistic Progress Card (HPC) recommended by NEP 2020 and PARAKH, how is progress reporting restructured compared to traditional report cards?
(A) Replaces traditional letter grades with numerical percentage ranks calculated up to 3 decimal places
(B) Incorporates 360-degree feedback from self, peer, and teacher assessments
(C) Restricts student assessment feedback exclusively to core science, technology, and mathematics subjects
(D) Eliminates qualitative teacher narrative comments in favor of fully automated barcode indicator metrics

104. Which measure of Central Tendency is defined as the arithmetic average of a set of scores?
(A) Median
(B) Mode
(C) Standard Deviation
(D) Mean

105. In a Class 8 diagnostic test, the test scores obtained by 7 students are: 12, 15, 15, 18, 20, 22, 90. Which measure of central tendency provides the most representative picture of typical performance in this skewed distribution?
(A) Mean
(B) Median
(C) Variance
(D) Range

106. In a frequency distribution of test scores, what is the "Mode"?
(A) The difference between the highest and lowest score
(B) The point that divides the distribution into two equal halves
(C) The square root of the average squared deviations
(D) The most frequently occurring score in the distribution

107. For the dataset of student marks: 4, 7, 7, 8, 10, 12, 14, what is the Median?
(A) 7
(B) 8
(C) 9
(D) 10

108. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In a perfectly symmetrical Normal Probability Curve (NPC), the Mean, Median, and Mode coincide at the exact same central point.
Reason (R): A Normal Probability Curve is a bell-shaped, unimodal distribution where 50% of scores lie above the mean and 50% below it.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

109. What percentage of total cases falls approximately within ± 1 Standard Deviation ($\pm 1\sigma$) of the mean in a Normal Probability Curve (NPC)?
(A) 50.0%
(B) 68.26%
(C) 95.44%
(D) 99.74%

110. In a Normal Distribution, approximately what percentage of scores falls within the range of ± 2 Standard Deviations ($\pm 2\sigma$) around the Mean?
(A) 68.26%
(B) 90.00%
(C) 95.44%
(D) 99.74%

111. If a test score distribution is "Positively Skewed", where are most of the student scores concentrated?
(A) At the higher end of the scale (test was very easy)
(B) At the lower end of the scale (test was difficult)
(C) Evenly distributed at both extremes
(D) Symmetric around the exact center

112. In a Negatively Skewed distribution of examination marks:
(A) Mean > Median > Mode
(B) Mode > Median > Mean
(C) Mean = Median = Mode
(D) Median > Mode > Mean

113. Which measure of variability / dispersion is defined as the square root of the arithmetic mean of squared deviations taken from the Mean?
(A) Quartile Deviation

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(B) Mean Absolute Deviation
(C) Standard Deviation
(D) Variance

114. If the Variance of a set of test scores is 36, what is its Standard Deviation?
(A) 6
(B) 18
(C) 72
(D) 1296

115. Quartile Deviation (Q) is calculated using which formula (Q_1 = 1st quartile, Q_3 = 3rd quartile)?
(A) $Q = \frac{Q_3 - Q_1}{2}$
(B) $Q = \frac{Q_3 + Q_1}{2}$
(C) $Q = Q_3 - Q_1$
(D) $Q = \frac{Q_1 - Q_3}{4}$

116. A student who scores at the 75th Percentile ($P_{\{75\}}$) on a national test has scored:
(A) Scored exactly 75% marks overall on the official question paper
(B) Scored lower than 75% of all participating test-takers in the exam
(C) Scored an absolute total of 75 marks out of 100 maximum marks
(D) Equal to or higher than 75% of examinees in the group

117. A student scores a raw mark of 70 in a Physics test where the Mean is 60 and Standard Deviation is 10. What is the student's Standard z-score?
(A) $+1.0$
(B) -1.0
(C) $+0.7$
(D) $+2.0$

118. What is the Mean and Standard Deviation of a standard T-score distribution (T-scale)?
(A) Mean = 0, Standard Deviation = 1
(B) Mean = 50, Standard Deviation = 10
(C) Mean = 100, Standard Deviation = 15
(D) Mean = 500, Standard Deviation = 100

119. A student has a standard z-score of $+2.0$. What is the student's equivalent T-score ($T = 50 + 10z$)?
(A) 60
(B) 70
(C) 80
(D) 30

120. Pearson's Product-Moment correlation coefficient (r) ranges between which numeric limits?
(A) 0.00 to $+1.00$
(B) -1.00 to $+1.00$
(C) -10.00 to $+10.00$
(D) Unbounded ($-\infty$ to $+\infty$)

121. Spearman's Rank Correlation Coefficient (ρ) is most appropriate when data on two variables are available in which scale?
(A) Nominal Scale
(B) Ordinal Scale (Ranks)
(C) Ratio Scale
(D) Dichotomous Categorical Scale

122. In standard educational assessment practices, what is "Absolute Grading"?
(A) Awarding grades strictly based on student percentile ranks in a normalized statistical bell curve
(B) Assigning grades based on fixed mark cut-off ranges regardless of group performance
(C) Grading individual students relative to their own personal past academic performance history
(D) Awarding passing grades to all enrolled course candidates automatically without examination

123. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Relative Grading (Grading on the Curve) minimizes teacher bias and standardizes grading across different test difficulties.
Reason (R): Relative grading assigns grades based on a student's relative position or rank within a specific peer group rather than fixed percentage cut-offs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

124. Under a 9-point grading system for secondary school internal assessments, what top percentage fraction of passed candidates is awarded Grade A-1?
(A) Top 1/8th of passed candidates
(B) Top 10% of total candidates
(C) Top 5% of registered candidates
(D) Top 1/10th of passed candidates

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(B) Psychometry
(C) Anthropometry
(D) Econometrics

85. In a sociogram, an individual student who receives no positive choices or nominations from any peer in the group is designated as an:
(A) Star
(B) Clique
(C) Isolate
(D) Mutual Pair

86. Consider the following statements regarding Cumulative Record Cards (CRC):
Statement I: Cumulative Record Card (CRC) provides a continuous, comprehensive history of a student's academic, physical, emotional, and social development over several years.
Statement II: CRC entries are updated periodically by teachers, counselors, and school administration.
Statement III: CRC is an ephemeral document destroyed immediately after a student completes Class 5.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

87. Which of the following is classified as a "Qualitative" measurement tool/technique?
(A) Standardized Multiple Choice Achievement Test
(B) Speed and Accuracy Typing Test
(C) Percentile Rank Mathematics Assessment
(D) Unstructured Personal Interview

88. Consider the following steps in the process of standardizing an assessment tool:
I. Preparing the draft version of the test (item writing).
II. Constructing the Table of Specifications / Blueprint.
III. Conducting item analysis (difficulty and discrimination).
IV. Try-out (pilot administration) on a representative sample.
V. Establishing reliability, validity, and developing norms.
Which of the following represents the correct logical sequence of these steps?
(A) II → I → IV → III → V
(B) I → II → III → IV → V
(C) II → IV → I → III → V
(D) IV → I → II → III → V

89. In item analysis, the Difficulty Index (P) of an item is calculated using the formula $P = \frac{R}{N} \times 100$, where R is the number of correct responses and N is total test-takers. An item answered correctly by 85 out of 100 students has a difficulty index of:
(A) 0.15
(B) 0.85 or 85%
(C) 1.17
(D) 15%

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An item with a Difficulty Index (P) of 0.95 is considered an extremely easy item.
Reason (R): The higher the value of the Difficulty Index (P), the easier the test item is for the candidate group.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. The Discrimination Index (D) of a test item indicates its ability to differentiate between high performers and low performers. If 18 out of 20 students in the upper group (R_U) and 6 out of 20 students in the lower group (R_L) answer an item correctly, what is the Discrimination Index (D)?
(A) 0.30
(B) 0.60
(C) 0.80
(D) 1.20

92. An item with a Discrimination Index (D) value of negative 0.20 (-0.20) should be:
(A) Retained in the final test bank as an excellent discriminating item for candidates
(B) Reworded and modified significantly to increase the overall item difficulty level
(C) Discarded or thoroughly revised due to negative discrimination
(D) Included directly without modification in final standardized national examinations

93. What is the recommended range of Difficulty Index (P) for selecting optimal test items in a general norm-referenced achievement test?

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Reason (R): Preparation hours allow teachers to plan lesson delivery, construct formative assessments, and develop contextual teaching-learning materials (TLM).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. Which section of the RTE Act 2009 lays down the duties of teachers including maintaining regularity, completing curriculum on time, and assessing learning abilities?
(A) Section 21
(B) Section 24
(C) Section 27
(D) Section 29

137. Under the Samagra Shiksha Scheme, what is the role of 'Padhe Bharat Badhe Bharat'?
(A) Promoting secondary vocational education and technical skill training in schools
(B) Strengthening foundational language, literacy, and mathematics skills
(C) Infrastructure development for sports and physical education in secondary schools
(D) Comprehensive teacher training programmes for digital technology adoption in classes

138. Consider the following statements regarding types of test validity:
Statement I: Face validity is a rigorous statistical index calculated using Pearson correlation coefficients.
Statement II: Content validity relies on systematic analysis of test content against the domain of specifications.
Statement III: Construct validity determines how well a test measures a theoretical concept or trait.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

139. A test constructed to predict student success in a future engineering degree program measures which type of validity?
(A) Concurrent Validity
(B) Predictive Validity
(C) Face Validity
(D) Content Validity

140. A test developer splits a 100-item test into odd-numbered and even-numbered item sets to calculate internal consistency. The correlation between the two halves is 0.70. What is the full test reliability calculated using Spearman-Brown Prophecy formula?
(A) 0.70
(B) 0.82
(C) 0.85
(D) 0.90

141. The formula $KR-20$ (Kuder-Richardson Formula 20) is used to calculate internal consistency reliability for tests containing items that are:
(A) Continuous scale items
(B) Dichotomously scored items (Right/Wrong)
(C) Multi-choice subjective essays
(D) Likert 5-point scale items

142. Which scale of measurement allows numbers to be categorized and ordered, but lacks equal intervals between consecutive points?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

143. Which measurement scale has an absolute zero point indicating total absence of the attribute?
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

144. An Assessment Rubric is best described as:
(A) A standardized textbook answer key published by central educational boards
(B) A scoring guide outlining criteria and performance levels for student work
(C) A comprehensive list of administrative regulations for exam hall superintendents
(D) A statistical conversion formula used to transform raw scores into percentile ranks

145. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Analytic Rubrics provide detailed feedback on student performance across multiple individual criteria.
Reason (R): Holistic Rubrics assess student work as a single overall score based on an integrated

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125. Competency-Based Assessment focuses primarily on evaluating:
(A) Rote retention of isolated facts, formulas, and textbook definitions
(B) Application of core skills, concepts, and higher-order thinking
(C) Total number of formal study hours logged by individual students
(D) Handwriting neatness, paper organization, and physical assignment presentation

126. Consider the following key features of Competency-Based Education:
I. Clear, measurable learning outcomes defined in advance.
II. Modular progression based on demonstrated mastery rather than seat time.
III. Emphasis on criterion-referenced evaluation standards.
IV. Mandatory norm-referenced bell-curve ranking for grade promotion.
Which of the above features are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

127. Article 21A of the Constitution of India was added by which Constitutional Amendment Act?
(A) 42nd Amendment Act, 1976
(B) 44th Amendment Act, 1978
(C) 86th Amendment Act, 2002
(D) 93rd Amendment Act, 2005

128. Under the Constitution of India, early childhood care and education for all children until they complete the age of six years is provided under which Article?
(A) Article 21A
(B) Article 45
(C) Article 46
(D) Article 51A(k)

129. Consider the following statements regarding national education policies in India:
Statement I: The National Policy on Education 1986 recommended the adoption of a 10+2+3 structure for education across India.
Statement II: NEP 2020 replaces the 10+2 structure with a 5+3+3+4 structure.
Statement III: In the 5+3+3+4 structure, the Middle Stage comprises Classes 9 to 12.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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130. A school administration is implementing the SAFAL (Structured Assessment for Analyzing Learning) assessment framework recommended by NEP 2020. SAFAL is designed for students of which classes to assess progress on core competencies?
(A) Classes 1, 2, and 3
(B) Classes 3, 5, and 8
(C) Classes 6, 8, and 10
(D) Classes 9, 10, 11, and 12

131. Which Education Commission recommended the establishment of District Institutes of Education and Training (DIETs) to strengthen teacher education?
(A) Kothari Commission (1964–66)
(B) NPE 1986 / POA 1992
(C) University Education Commission (1948–49)
(D) Secondary Education Commission (1952–53)

132. What is the target year specified under NIPUN Bharat to achieve universal foundational literacy and numeracy in primary grades?
(A) 2024–25
(B) 2026–27
(C) 2030–31
(D) 2035–36

133. Under the RTE Act 2009, how many working days per academic year are mandatory for Primary Schools (Classes 1 to 5)?
(A) 180 days
(B) 200 days
(C) 220 days
(D) 250 days

134. For Upper Primary Schools (Classes 6 to 8), the RTE Act 2009 mandates how many working days per academic year?
(A) 200 days
(B) 220 days
(C) 240 days
(D) 250 days

135. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Under the RTE Act 2009, teachers are mandated to perform a minimum of 45 teaching hours per week, including preparation hours.

explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

158. Convert a raw score of 80 into a z-score, given Mean = 70 and Standard Deviation = 5:
(A) $+1.0$
(B) $+2.0$
(C) -2.0
(D) $+1.5$

159. Convert a z-score of -1.0 to a standard T-score ($T = 50 + 10z$):
(A) 40
(B) 50
(C) 60
(D) 30

160. Which statistical correlation coefficient is used when both variables are measured on a continuous interval/ratio scale and normally distributed?
(A) Spearman's Rank Correlation
(B) Pearson Product-Moment Correlation
(C) Point-Biserial Correlation
(D) Phi Coefficient

161. What does a correlation coefficient of $r = 0.00$ indicate between two test variables?
(A) Perfect positive linear relationship
(B) Perfect negative linear relationship
(C) Complete absence of a linear relationship
(D) Measurement error of 100%

162. A school implements a non-detention policy in Classes 1 to 8 as per the original RTE Act framework. What was the underlying pedagogical objective of this provision?
(A) To eliminate all formal and informal assessment procedures completely from primary education
(B) To prevent dropouts caused by fear of failure and encourage anxiety-free learning
(C) To significantly reduce annual government budgetary expenditure on conducting re-examinations
(D) To ensure all enrolled students automatically pass board exams without mandatory class attendance

163. The PARAKH framework aims to set standards for student assessment across:
(A) Higher Education Institutions only
(B) All recognized school boards in India
(C) Foreign universities operating in India
(D) Non-formal adult literacy centers only

164. Under NEP 2020, what is the structure of the "Preparatory Stage"?
(A) 3 years covering ages 3 to 6 (Anganwadi/Preschool)
(B) 3 years covering ages 8 to 11 (Classes 3 to 5)
(C) 3 years covering ages 11 to 14 (Classes 6 to 8)
(D) 4 years covering ages 14 to 18 (Classes 9 to 12)

165. Article 46 of the Constitution of India provides protection from social injustice and all forms of exploitation to:
(A) Religious and linguistic minorities
(B) Scheduled Castes, Scheduled Tribes, and other weaker sections
(C) Women and children under 14
(D) Persons with disabilities

166. Which entry in List I (Union List) of the Seventh Schedule empowers the Union Government to coordinate and determine standards in institutions for higher education or research?
(A) Entry 63
(B) Entry 65
(C) Entry 66
(D) Entry 25

167. Consider the following statements regarding Education Commissions in India:
Statement I: The Radhakrishnan Commission (1948–49) focused on University Education.
Statement II: The Mudaliar Commission (1952–53) focused on Secondary Education.
Statement III: The Kothari Commission (1964–66) dealt comprehensively with all levels of education in India.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

168. The Acharya Ramamurti Committee (1990) was appointed to review which national policy?
(A) NPE 1968
(B) NPE 1986
(C) Draft NEP 2019
(D) RTE Act 2009

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(C) Education and National Development Commission
(D) National Knowledge Commission

234. The National Policy on Education (NPE) 1986 emphasized "Navodaya Vidyalayas" for what specific primary purpose?
(A) Promoting sports education and athletic training in urban metro schools
(B) Providing high-quality education to talented rural children
(C) Training pre-primary teachers in modern English medium instructional methods
(D) Managing and establishing community adult literacy evening education schools

235. Consider the following statements regarding the Secondary Stage under NEP 2020:
Statement I: The "Secondary Stage" under NEP 2020 consists of 4 years of multidisciplinary study (Classes 9 to 12).
Statement II: Students in the Secondary Stage can select subjects across traditional streams without rigid boundaries.
Statement III: The age group corresponding to the Secondary Stage is 14 to 18 years.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

236. Under the RTE Act 2009, what is the maximum permissible percentage of vacant teacher posts in any specified school?
(A) 5%
(B) 10%
(C) 15%
(D) 20%

237. A primary school has an enrolment of 150 students. According to the RTE Act Schedule, how many headteachers and full-time teachers are required?
(A) 4 teachers and 0 headteacher
(B) 5 teachers and 1 headteacher
(C) 5 teachers and 0 headteacher
(D) 6 teachers and 1 headteacher

238. What is the designated age group target under the RTE Act 2009 for free and compulsory education?
(A) 3 to 6 years
(B) 6 to 14 years
(C) 6 to 18 years
(D) 5 to 15 years

239. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Test validity is concept-specific and context-dependent.
Reason (R): A test that is valid for measuring Class 10 algebra achievement is not necessarily valid for measuring Class 10 English vocabulary.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

240. Parallel-Forms Reliability avoids which major drawback associated with Test-Retest reliability?
(A) High computational financial and statistical cost of manual calculation
(B) Memory and practice carry-over effects of repeating identical items
(C) Need for mandatory external expert panel validation before administration
(D) Requirement of subjective essay scoring rubrics for evaluation

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241. Which measurement scale is characterized by equal intervals between scale points but lacks a true zero point?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

242. Rank order of candidates in a competitive merit list represents which scale of measurement?
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

243. An Anecdotal Record should ideally record:
(A) Objective factual description of a specific event with context and date
(B) Generalized informal impressions of student personality based on casual rumors
(C) Annual academic term mark totals converted into standardized percentage grades
(D) Detailed student attendance and punctuality records maintained across semesters

Statement I: Nominal scale data can be arranged in a meaningful quantitative ranking.
Statement II: Ordinal scale data allow ranking but do not indicate exact numerical differences between ranks.
Statement III: Interval scale data have an absolute zero point.
Which of the above statements are correct?
(A) I only
(B) II only
(C) I and III only
(D) II and III only

180. Which scale of measurement is involved when a teacher assigns letter grades A, B, C, D, E based on ranked performance cut-offs?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

181. An Interview Schedule differs from an Unstructured Interview primarily because:
(A) An interview schedule contains structured questions asked in a fixed sequence
(B) An interview schedule is always conducted informally without keeping any written official recording
(C) An unstructured interview strictly requires pre-defined standardized scoring grids for all candidates
(D) An interview schedule is legally mandated to be administered only to collective student groups

182. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Portfolio Assessment provides a cumulative, authentic representation of student learning progress over time.
Reason (R): A portfolio consists of a purposeful collection of student work samples selected by the student and teacher with self-reflections.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

183. Which term describes the systematic plan that guides the selection and proportion of test items according to content areas and cognitive levels?
(A) Item Analysis Grid
(B) Table of Specifications / Blueprint
(C) Cumulative Record Sheet
(D) Diagnostic Error Matrix

184. In item analysis, if all candidates in both upper and lower groups get a question right, what is the Item Discrimination Index (D)?
(A) $+1.00$
(B) 0.00
(C) -1.00
(D) $+0.50$

185. If an item has a Difficulty Index ($P = 0.50$), this indicates that:
(A) 50% of examinees answered the item correctly
(B) The item is extremely difficult and invalid
(C) The item discriminates negatively between groups
(D) 50 students total took the test paper

186. A teacher prepares a 50-item objective test. During grading, it is discovered that Question 10 had two correct option keys (A and C). How should the teacher treat this error during item scoring?
(A) Award full credit to candidates selecting option A or C
(B) Cancel the examination completely and re-test all candidates next week
(C) Award marks exclusively to candidates who selected the original option A
(D) Deduct negative marks from candidates who selected distractor option C

187. Formative assessment is best integrated into classroom practice when:
(A) It occurs exclusively at the end of every academic term as a formal pen-paper exam
(B) It provides ongoing feedback during learning to adjust instruction
(C) It is used strictly to compute and publish final annual school student merit ranks
(D) It is administered directly by external government agency inspectors without teacher input

188. Which assessment tool involves students assessing their own performance against explicit guidelines or rubrics?
(A) Peer Assessment
(B) Self-Assessment
(C) Diagnostic Testing

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169. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): NCF 2005 recommended connecting knowledge to life outside the school.
Reason (R): NCF 2005 advocated moving away from textbook-centric rote learning toward constructivist learning experiences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

170. Under the RTE Act 2009, what is the minimum distance prescribed by national guidelines for establishing a Primary School from the habitation of a child?
(A) Within 1 kilometer
(B) Within 3 kilometers
(C) Within 5 kilometers
(D) Within 10 kilometers

171. Under the RTE Act 2009, an Upper Primary School should be located within what walking distance from the habitation?
(A) Within 1 kilometer
(B) Within 3 kilometers
(C) Within 5 kilometers
(D) Within 7 kilometers

172. Which section of the RTE Act 2009 mandates the formation of a School Management Committee (SMC)?
(A) Section 12
(B) Section 21
(C) Section 24
(D) Section 28

173. What is the main objective of the Samagra Shiksha Scheme regarding teacher education?
(A) Transferring teacher recruitment processes entirely to private employment agencies
(B) Strengthening and integrating SCERTs, DIETs, and BRCs
(C) Replacing full-time school teachers with temporary online virtual tutors and assistants
(D) Discontinuing pre-service teacher training institutes across state administrative jurisdictions

174. A school Principal receives a request from parents to inspect the raw data and rubric evaluation of their child's summative project work. How should the Principal respond in alignment with modern evaluation ethics?
(A) Refuse parental inspection citing strict administrative secrecy and confidential scoring policies
(B) Provide transparent access to the rubric and evaluated work for feedback
(C) Levy a heavy administrative fine on parents for formally questioning internal teacher evaluation
(D) Cancel the student's institutional registration immediately due to parental non-cooperation

175. The degree to which a test appears to measure what it intends to measure on a casual reading is known as:
(A) Content Validity
(B) Face Validity
(C) Construct Validity
(D) Criterion Validity

176. Which reliability estimation method requires administering two equivalent forms of a test to the same group of students in close succession?
(A) Test-Retest Method
(B) Parallel-Forms / Alternate-Forms Method
(C) Split-Half Method
(D) Rational Equivalence Method

177. If a test has high internal consistency, it means that:
(A) Test scores remain consistently stable across a long 5-year time gap
(B) Test items measure a coherent underlying trait or construct
(C) Test items are exceptionally easy to answer for all enrolled students
(D) The test can be evaluated and scored exclusively by computer scanning machines

178. Inter-Rater Reliability measures:
(A) Consistency of results over different test administrations over time
(B) Degree of agreement between different independent evaluators scoring the same student responses
(C) Consistency across odd and even test items
(D) Predictive accuracy of entrance tests

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179. Consider the following statements regarding scales of measurement:

marks across both academic subjects combined

200. Under a 9-point grading scale used in schools, grading based on fixed percentage boundaries (e.g., 91-100 = A1, 81-90 = A2) is classified as:
(A) Relative Grading
(B) Direct Absolute Grading
(C) Indirect Absolute Grading
(D) Ipsative Grading

201. Article 51A(k) was added to the Constitution of India by which Amendment Act?
(A) 42nd Amendment Act, 1976
(B) 44th Amendment Act, 1978
(C) 86th Amendment Act, 2002
(D) 91st Amendment Act, 2003

202. Article 350A of the Constitution of India is primarily intended to safeguard instruction in the mother tongue for children belonging to:
(A) Linguistic minority groups
(B) Religious minority groups
(C) Anglo-Indian communities
(D) Scheduled Castes in urban areas

203. Which Committee was set up in 1992 to examine the overburdening of school students, culminating in the "Learning Without Burden" report?
(A) Ramamurti Committee
(B) Yashpal Committee
(C) Kothari Commission
(D) TSR Subramanian Committee

204. Under NEP 2020, what is the age range covered by the "Foundational Stage" in school education?
(A) 0 to 3 years
(B) 3 to 8 years
(C) 6 to 11 years
(D) 8 to 14 years

205. Consider the following statements regarding the Secondary Stage under NEP 2020:
Statement I: Under NEP 2020, the Middle Stage covers Classes 6 to 8.
Statement II: Vocational exposure and hands-on experience in crafts are introduced starting from the Middle Stage.
Statement III: Board exams are completely abolished at Class 10 and Class 12 under NEP 2020.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

206. Under Section 12(1)(c) of the RTE Act 2009, private unaided schools receive reimbursement from the State Government calculated on the basis of:
(A) Full commercial tuition fee charged by elite non-subsidized private institutions
(B) Per-child state expenditure or actual fee charged, whichever is lower
(C) Fixed national grant of Rs. 500 per enrolled child per month across all states
(D) Total school infrastructure establishment cost divided by total student enrolment

207. A parent approaches a government school for Class 4 admission in November. The Principal refuses admission claiming that the academic session began in April and late admission is legally prohibited. Is the Principal's action compliant with the RTE Act 2009?
(A) Yes, because late school admissions severely disrupt the planned academic syllabus schedule.
(B) Yes, because Section 15 strictly mandates fixed admission cut-off dates at the start of April.
(C) No, because Section 15 prohibits denial of admission regardless of when sought.
(D) No, provided the child's parent pays an administrative late registration processing fee.

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208. Under the RTE Act 2009, what is the minimum number of working hours per week for a teacher including preparation hours?
(A) 35 hours
(B) 40 hours
(C) 45 hours
(D) 50 hours

209. Under NIPUN Bharat Mission, "Foundational Numeracy" includes the ability to perform basic operations with numbers up to how many digits by the end of Grade 3?
(A) Single digit numbers
(B) 2-digit numbers
(C) 3-digit numbers (up to 999)
(D) 5-digit numbers

210. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Split-Half reliability provides a

measure of internal consistency of a test paper.
Reason (R): Split-Half reliability requires administering two different test papers to the same students at a gap of two weeks.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

211. Which method of reliability estimation calculates correlation across all possible split-halves of a test?
(A) Test-Retest Method
(B) Parallel-Forms Method
(C) Cronbach's Alpha
(D) Spearman Rank Method

212. Which measurement scale possesses equal intervals and an absolute true zero point?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

213. Measuring body weight in kilograms or income in rupees is an application of which scale?
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

214. What type of assessment tool uses a graphic scale or numerical scale to rate student performance across descriptive anchors (e.g., Excellent, Good, Average, Poor)?
(A) Checklist
(B) Rating Scale
(C) Sociogram
(D) Diagnostic Battery

215. Consider the following assessment tools and their descriptions:
I. Checklist: Evaluates presence or absence of a behavior.
II. Rating Scale: Evaluates the degree or frequency of a behavior.
III. Anecdotal Record: Qualitative descriptive narrative of a specific incident.
IV. Sociometry: Measures academic achievement in mathematics.
Which of the above pairs are correctly described?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

216. In item analysis, if 30 candidates in the upper group ($R_U = 30$) and 10 candidates in the lower group ($R_L = 10$) answer an item correctly ($N = 30$ in each group), what is the Item Discrimination Index (D)?
(A) 0.33
(B) 0.67
(C) 0.50
(D) 0.80

217. Calculate the Difficulty Index (P) for the item in the question above (40 total correct out of 60 total examinees):
(A) 0.33
(B) 0.67
(C) 0.50
(D) 0.40

218. An examiner notices that an objective test question has a Discrimination Index ($D = -0.35$). What action should the test developer take?
(A) Retain the test item in the question bank without any further alteration
(B) Increase the allocated time limit for students answering the specific item
(C) Discard or thoroughly revise the negatively discriminating item
(D) Award double bonus marks automatically to all students for this question

219. Standard Error of Measurement (SEM) decreases as:
(A) Reliability of the test increases
(B) Standard deviation of test scores increases
(C) Test length is shortened
(D) Random error increases

220. Diagnostic Assessment is conducted:
(A) At the end of the academic year for certification
(B) Whenever persistent learning difficulties need targeted remediation
(C) To rank top performers for national merit scholarships
(D) Before university entry admissions only

221. Which measure of central tendency is the most appropriate for data measured on a Nominal Scale?
(A) Mean
(B) Median

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(C) Mode
(D) Harmonic Mean

222. Which measure of central tendency is most appropriate for data measured on an Ordinal Scale?
(A) Mean
(B) Median
(C) Mode
(D) Geometric Mean

223. Calculate the Mode for the following set of student scores: 5, 8, 12, 12, 12, 15, 18, 20, 20:
(A) 12
(B) 15
(C) 18
(D) 20

224. Consider the following statements regarding skewed and symmetrical distributions:
Statement I: In a positively skewed distribution, Mean > Median > Mode.
Statement II: In a negatively skewed distribution, Mode > Median > Mean.
Statement III: In a symmetrical normal distribution, Mean = Median = Mode.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

225. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Percentile scores are examples of linear standard score transformations.
Reason (R): z-scores and T-scores preserve the exact relative distance between raw scores, forming linear standard transformations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

226. Standard z-score is defined as a distribution with:
(A) Mean = 0 and Standard Deviation = 1
(B) Mean = 100 and Standard Deviation = 15
(C) Mean = 50 and Standard Deviation = 10
(D) Mean = 500 and Standard Deviation = 100

227. Convert a raw score of 45 to a z-score, given Mean = 50 and Standard Deviation = 5:
(A) $+1.0$
(B) -1.0
(C) $+0.5$
(D) -0.5

228. What is the T-score corresponding to a z-score of $+1.5$?
(A) 55
(B) 60
(C) 65
(D) 70

229. Correlation coefficient ($r = -0.90$) between hours of television viewing and test marks indicates:
(A) High negative linear relationship between viewing hours and test marks
(B) TV viewing causes 90% reduction in marks
(C) No correlation between viewing hours and test marks
(D) Weak positive relationship between variables

230. Under NEP 2020, what is PARAKH?
(A) A central residential university established exclusively for in-service teacher training
(B) A national assessment centre for setting evaluation standards and norms
(C) A open-access digital portal established for school textbook and learning downloads
(D) A central financial scholarship scheme designed specifically for single girl children

231. Section 21A of the Constitution of India guarantees free and compulsory education as a Fundamental Right under which Part of the Constitution?
(A) Part III
(B) Part IV
(C) Part IVA
(D) Part XII

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232. Which Constitutional Amendment transferred "Education" from the State List to the Concurrent List?
(A) 24th Amendment Act, 1971
(B) 42nd Amendment Act, 1976
(C) 44th Amendment Act, 1978
(D) 86th Amendment Act, 2002

233. The Kothari Commission (1964–66) was officially titled:
(A) University Education Commission
(B) Secondary Education Commission

(D) Norm-Referenced Assessment

189. In educational statistics, the Mode of a rectangular (flat) distribution where every score has equal frequency is:
(A) Zero
(B) Non-existent / Undefined
(C) Equal to the Mean
(D) Equal to the Range

190. Calculate the Mean of the following raw scores: 15, 20, 25, 30, 35:
(A) 20
(B) 25
(C) 30
(D) 35

191. Consider the following statements regarding measures of central tendency:
Statement I: The sum of deviations of individual scores taken from their arithmetic Mean is always equal to Zero ($\sum(X - \bar{X}) = 0$).
Statement II: The Mean is heavily influenced by extreme outlier scores.
Statement III: The Median is unaffected by extreme outlier scores.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

192. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Standard Deviation is preferred over Range as a measure of variability in research.
Reason (R): Standard Deviation takes into account every score in the distribution, whereas Range depends only on the two extreme scores.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

193. In a Normal Probability Curve, what proportion of total cases lies between -2σ and $+2\sigma$?
(A) 68.26%
(B) 95.44%
(C) 99.74%
(D) 50.00%

194. In a standard normal distribution curve, the total area under the curve is equal to:
(A) 1.00 (or 100%)
(B) 0.50
(C) 3.00
(D) 2σ

195. A student scores at the 50th percentile on a standardized test. This means the student's score is equal to the:
(A) Mean in a skewed distribution only
(B) Median of the distribution
(C) Highest score in the class
(D) Interquartile range

196. Standard z-score is calculated using which formula (X = raw score, $\bar{X}$ = mean, SD = standard deviation)?
(A) $z = \frac{X - \bar{X}}{SD}$
(B) $z = \frac{SD}{X - \bar{X}}$
(C) $z = \frac{\bar{X} - X}{SD}$
(D) $z = (X - \bar{X}) \times SD$

197. A student has a z-score of 0.00. What is the student's equivalent score on the percentile scale in a normal distribution?
(A) 0th Percentile
(B) 50th Percentile
(C) 100th Percentile
(D) 75th Percentile

198. Which statistical correlation coefficient is used to compute correlation between two dichotomous variables (e.g., Male/Female and Pass/Fail)?
(A) Pearson r
(B) Phi Coefficient (ϕ)
(C) Spearman ρ
(D) Point-Biserial Correlation

199. A school Principal notices that student performance in Science shows a correlation of $+0.85$ with performance in Mathematics. How should the Principal interpret this result?
(A) High positive association between Science and Mathematics scores
(B) High performance in Science directly causes high academic performance in Mathematics
(C) Science and Mathematics achievement tests possess low internal consistency reliability
(D) Students scored an exact average of 85%

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244. Consider the following statements regarding Sociometry:
I. It maps informal social choices and peer attractions/repulsions in a group.
II. Results are visually represented in a diagram called a Sociogram.
III. It is primarily used to evaluate student quantitative problem-solving speed.
IV. An 'Isolate' receives no positive choices from peers.
Which of the above statements are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

245. In item analysis, an item answered correctly by 20% of examinees has a Difficulty Index (P) equal to:
(A) 0.20
(B) 0.80
(C) 2.00
(D) 20.00

246. Calculate Discrimination Index (D) when $R_U = 25$, $R_L = 10$, and group size $N = 30$:
(A) 0.25
(B) 0.50
(C) 0.15
(D) 0.35

247. A test developer notices that distractor option C in Question 5 was selected by 0% of examinees across both high and low performing groups. How should option C be handled during item revision?
(A) Retain option C in the test item as an effective plausible distractor
(B) Replace option C with a distractor that attracts low performers
(C) Make option C the official correct answer key for all candidates
(D) Remove all multiple options and convert it into a subjective essay question

248. The Standard Error of Measurement (SEM) is calculated as $s\sqrt{1 - r_{xx}}$. If standard deviation $s = 10$ and reliability $r_{\times} = 0.91$, what is SEM?
(A) 1.0
(B) 3.0
(C) 9.1
(D) 0.9

249. Which form of evaluation is conducted continuously throughout instruction to guide pedagogical adjustments?
(A) Summative Assessment
(B) Formative Assessment
(C) Prognostic Assessment
(D) Placement Evaluation

250. Holistic Progress Card (HPC) under NEP 2020 includes assessment feedback from:
(A) Subject teacher only
(B) Subject teacher and school principal only
(C) Self, peer, and teacher assessments (360-degree feedback)
(D) External private accreditation agencies only

251. Compute the Median score for the following dataset: 8, 12, 15, 18, 22, 25:
(A) 15
(B) 16.5
(C) 18
(D) 17

252. In a normal distribution with Mean = 100 and Standard Deviation = 15, what score corresponds to $z = +2.0$?
(A) 115
(B) 130
(C) 145
(D) 85

253. Consider the following statements regarding a Normal Probability Curve:
Statement I: The area under a Normal Probability Curve between -1σ and $+1\sigma$ is approximately 68.26%.
Statement II: The area between -2σ and $+2\sigma$ is approximately 95.44%.
Statement III: The area between -3σ and $+3\sigma$ is approximately 99.74%.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

254. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): T-scores eliminate negative standard scores associated with z-scores below the mean.
Reason (R): T-score distribution is scaled with a Mean of 50 and Standard Deviation of 10.

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(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

255. Which coefficient measures correlation between two variables where both are continuous but one variable is artificially dichotomized (e.g., Pass/ Fail cut-off on a continuous score scale)?
(A) Pearson Product-Moment
(B) Point-Biserial Correlation
(C) Biserial Correlation
(D) Phi Coefficient

256. Relative grading system compares a student's score against:
(A) Fixed percentage criteria established prior to exam
(B) Performance distribution of the student's peer group
(C) Student's own previous academic performance
(D) Minimum passing mark of 33%

257. Article 21A of the Constitution of India provides free and compulsory education to all children aged 6 to 14 years. Which administrative body enforces compliance with RTE provisions?
(A) Child Rights Commissions (NCPCR/ DCPCR)
(B) University Grants Commission (UGC)
(C) Union Public Service Commission (UPSC)
(D) Central Vigilance Commission (CVC)

258. What is the fundamental focus of the "Panchakosha Vikas" concept incorporated in the National Curriculum Framework for Foundational Stage (NCFFS) 2022?
(A) Five core academic subjects required to be tested in formal written state board exams
(B) Five domains of physical, mental, intellectual, emotional, and spiritual development
(C) Five financial streams designated for funding early childhood care and education centers
(D) Five hierarchical levels of administrative supervision in primary school education systems

259. Under Section 16 of the RTE Act 2009 (as amended in 2019), if a child fails the Class 5 or Class 8 examination:
(A) The child must be expelled immediately from the educational institution
(B) The child is given re-examination within two months with remedial help
(C) The child's parents are awarded a financial penalty fine by the headteacher
(D) The child is forcibly transferred to a non-formal state vocational center

260. A Vice-Principal is preparing the annual budget proposal under Samagra Shiksha for composite school grants. Which activity is ELIGIBLE for funding under the Composite School Grant?
(A) Construction of multi-storey luxury administrative wings and executive staff quarters
(B) Purchase of teaching-learning materials, lab consumables, and sanitation needs
(C) Payment of regular monthly pension and post-retirement benefits to retired staff
(D) Distribution of private commercial health and life insurance policies to school teachers

261. The degree to which test scores remain stable over time when administered to the same group under identical conditions is:
(A) Test Validity
(B) Test Reliability
(C) Test Usability
(D) Test Objectivity

262. Split-Half reliability coefficient calculated for a half-test is 0.50. What is the reliability coefficient for the total test using Spearman-Brown Prophecy formula?
(A) 0.50
(B) 0.67
(C) 0.75
(D) 0.80

263. Consider the following statements regarding educational measurement, evaluation, and assessment:
Statement I: Measurement involves assigning numerical values according to rules.
Statement II: Evaluation involves assigning value judgments to measured attributes.
Statement III: Assessment involves collecting continuous evidence of student learning.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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264. Scale of measurement that ranks attributes without equal interval spacing is:
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

265. What assessment tool provides a 360-degree holistic evaluation matrix integrating self, peer, and teacher evaluations under NEP 2020?
(A) Report Card
(B) Holistic Progress Card (HPC)
(C) Diagnostic Battery
(D) Merit Certificate

266. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Construct Validity is established when test scores correlate significantly with theoretical expectations of psychological traits.
Reason (R): Construct validity is evaluated purely by checking spelling accuracy in test item stems.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

267. Calculate the Item Discrimination Index (D) when $R_U = 22$, $R_L = 8$, and $N = 25$:
(A) 0.32
(B) 0.56
(C) 0.60
(D) 0.40

268. An item with Difficulty Index $P = 0.90$ is classified as:
(A) Very difficult item
(B) Easy item
(C) Optimal item for norm-referenced tests
(D) Negatively discriminating item

269. A test administrator discovers that candidates in Hall B were given 15 extra minutes by mistake during a standardized exam. This introduces:
(A) Random Error
(B) Systematic Administrative Error
(C) Construct Irrelevant Error
(D) Sampling Error

270. Calculate the Arithmetic Mean of the dataset: 6, 10, 14, 18, 22:
(A) 12
(B) 14
(C) 16
(D) 18

271. What is the Median of the dataset: 5, 9, 13, 17, 21, 25?
(A) 13
(B) 15
(C) 17
(D) 14

272. In a normal curve, what percentage of area lies between the Mean and $+2\sigma$?
(A) 34.13%
(B) 47.72%
(C) 49.87%
(D) 50.00%

273. Convert a raw score to z-score given Raw Score = 85, Mean = 75, Standard Deviation = 5:
(A) $+1.0$
(B) $+2.0$
(C) -2.0
(D) $+1.5$

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274. What is the equivalent T-score for $z = +2.0$?
(A) 60
(B) 70
(C) 80
(D) 50

275. Spearman's Rank Correlation Coefficient (ρ) is computed using rank differences (d). The formula is:
(A) $\rho = 1 - \frac{6\sum d^2}{N(N^2-1)}$
(B) $\rho = 1 + \frac{6\sum d^2}{N(N^2-1)}$
(C) $\rho = \frac{6\sum d^2}{N(N^2-1)}$
(D) $\rho = 1 - \frac{\sum d^2}{N^3}$

276. Direct Absolute Grading assigns grades based on:
(A) Student relative percentile ranks within a norm group
(B) Pre-fixed performance targets without percentage curves
(C) Teacher personal subjective impression and discretion
(D) Group mean scores and standard deviations combined

10. (B) Enforcing total government control over appointing the school managing committee
Article 30(1) guarantees religious and linguistic minorities the right to establish and administer educational institutions of their choice. While regulatory standards regarding health, sanitation, academic qualifications, and core syllabus apply to maintain standards, imposing complete government control over the appointment of a minority school's management committee infringes upon their constitutional right to administrative autonomy.

11. (A) Education Commission (1964–66)
The Education Commission (1964–66), popularly known as the Kothari Commission, recommended that the national outlay on education should be raised to at least six percent of the Gross National Product. This expenditure target was deemed essential to transform the educational system, upgrade physical infrastructure, improve teacher qualifications, and broaden academic access nationwide.

12. (C) Kothari Commission (1964–66)
The Kothari Commission (1964–66) recommended the creation of a Common School System to promote social cohesion and national integration. This policy framework aimed to provide equal educational opportunities of comparable quality to all children regardless of social, economic, or religious backgrounds, thereby reducing social stratification within the Indian public education system.

13. (D) Mudaliar Commission (1952–53) – Early Childhood Education
The Mudaliar Commission (1952–53) focused specifically on secondary education reforms, recommending multipurpose schools and structural reorganizations. Early childhood education was not its primary mandate. Other educational advisory bodies, such as the Yashpal Committee and Acharya Ramamurti Committee, addressed learning burdens and national policy reviews respectively within their defined areas.

14. (C) Operation Blackboard
Operation Blackboard was launched in 1987 following the National Policy on Education 1986 and reaffirmed in the 1992 Programme of Action. The scheme aimed to improve primary school environments by providing essential basic facilities, including two reasonably large rooms, necessary teaching-learning materials, blackboards, maps, charts, and at least two teachers per school.

15. (C) A is true but R is false
The National Policy on Education 1986 highlighted open universities and distance learning to widen access to higher education. However, the Acharya Ramamurti Committee in 1990 did not advocate abolishing non-formal education; instead, it recommended strengthening non-formal learning channels and contextualizing non-formal education frameworks to serve out-of-school children and working youth effectively across rural areas.

16. (D) Jawahar Navodaya Vidyalayas
The National Policy on Education 1986 initiated the setting up of pace-setting residential schools called Jawahar Navodaya Vidyalayas. These fully residential co-educational institutions provide quality education to talented children, predominantly from rural regions, covering Classes 6 to 12 without financial hardship, emphasizing national integration through student exchange schemes across diverse linguistic regions.

17. (A) Overburdening of school children due to curriculum overload
The Yashpal Committee Report of 1993, titled Learning Without Burden, addressed the critical issue of curriculum overload and academic stress among school students. It highlighted how heavy school bags, dense syllabi, mechanical examination patterns, and rote learning routines compromised genuine understanding, recommending reduced syllabus size, conceptual clarity, and child-centered pedagogical practices.

18. (A) 5+3+3+4
The National Education Policy 2020 restructured the traditional ten-plus-two school system into a new 5+3+3+4 design covering ages three to eighteen. This framework is categorized into Foundational, Preparatory, Middle, and Secondary stages to align educational pedagogy with the developmental phases of brain development and cognitive growth in children across early childhood and adolescence.

19. (A) Ages 3 to 8
The Foundational Stage under the National Education Policy 2020 covers children between

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(D) The item is 100% valid

288. Which formula represents Pearson Product-Moment Correlation (r) using deviation scores ($x = X - \bar{X}$, $y = Y - \bar{Y}$)?
(A) $r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$
(B) $r = \frac{\sum x^2}{\sum y^2}$
(C) $r = \frac{\sum x \sum y}{\sqrt{N}}$
(D) $r = \frac{\sqrt{\sum xy}}{N}$

289. Calculate the Range for the score set: 12, 19, 25, 38, 42, 57, 81:
(A) 57
(B) 69
(C) 81
(D) 42

290. What is the z-score corresponding to a raw score equal to the Mean of a normal distribution?
(A) 0.00
(B) 1.00
(C) 50.00
(D) 100.00

291. Convert $z = -2.0$ to T-score ($T = 50 + 10z$):
(A) 30
(B) 40
(C) 50
(D) 20

292. In a normal distribution, what percentage of values falls between the Mean and $+3\sigma$?
(A) 34.13%
(B) 47.72%
(C) 49.87%
(D) 50.00%

293. Consider the following statements regarding types of assessment:
Statement I: Formative assessments are low-stakes assessments designed to monitor learning.
Statement II: Summative assessments are high-stakes assessments designed to evaluate benchmark achievement.
Statement III: Diagnostic assessments are conducted to identify specific remedial needs.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

294. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Right to Education Act 2009 makes free and compulsory education a legal entitlement for every child aged 6-14 in India.
Reason (R): Article 21A was added to the Fundamental Rights chapter of the Constitution by the 86th Constitutional Amendment Act.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

295. Under NCF-SE 2023, the Middle Stage pedagogical structure focuses on:
(A) Play, discovery, and activity-based learning methods only without formal textbooks
(B) Introduction of subject concepts, abstract thinking, and experiential learning
(C) Specialized discipline streams of engineering, medicine, and vocational trades
(D) Rote memorization and mechanical recitation of classical literary texts

296. Under Section 28 of the RTE Act 2009, school teachers are prohibited from engaging in:
(A) Administrative election duties
(B) Census operation duties
(C) Private tuition activities
(D) In-service professional training workshops

297. What is the primary role of a Diagnostic Test in school administration?
(A) Assigning term percentage ranks and relative merit grades to students
(B) Pinpointing learning gaps to design targeted remedial intervention
(C) Selecting talented students for competitive inter-school sports events
(D) Awarding annual central government academic merit scholarships

298. A school Principal receives complaints that different teachers evaluate the same Class 10 essay answer scripts with wide variation in marks. To improve Inter-Rater Reliability, the Principal should implement:
(A) Standardized scoring rubrics with explicit criteria

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(B) Multiple choice question papers only for all academic subjects
(C) Grading student responses strictly based on handwriting neatness
(D) Cancelling all internal continuous practical assessment tasks

299. In educational statistics, if the Mean is 50 and Standard Deviation is 10, what percentage of students in a normal distribution score between 40 and 60?
(A) 50.00%
(B) 68.26%
(C) 95.44%
(D) 99.74%

300. Which tool of evaluation maintains a comprehensive, continuous record of a child's growth, health, academic progress, interests, and co-scholastic developments throughout school life?
(A) Cumulative Record Card (CRC)
(B) Anecdotal Record
(C) Sociometric Chart
(D) Diagnostic Test Battery

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ANSWERS

1. (A) Article 21A
Article 21A was inserted into the Constitution of India to make free and compulsory education a fundamental right for all children aged six to fourteen years. This constitutional provision mandates that the State shall provide education in such manner as it may by law determine, thereby placing a legal obligation on government authorities.

2. (C) Article 51A(k)
The 86th Constitutional Amendment Act of 2002 enhanced the constitutional framework for education by adding fundamental duties alongside fundamental rights. Under Article 51A, clause k was specifically inserted, creating a fundamental duty for every parent or guardian to provide educational opportunities to their child or ward between the ages of six and fourteen years.

3. (A) I and II only
Article 45 originally directed the State to provide free and compulsory education for children up to fourteen years within Directive Principles. The 86th Constitutional Amendment Act modified its focus toward early childhood care and education for children until six years. However, Directive Principles remain non-justiciable and cannot be enforced directly through High Court writs.

4. (D) Scheduled Castes, Scheduled Tribes, and other weaker sections
Article 46 of the Constitution of India places a directive responsibility on the State to promote with special care the educational and economic interests of the weaker sections of the people. It explicitly highlights Scheduled Castes and Scheduled Tribes, while directing protection against social injustice and all forms of exploitation to ensure welfare.

5. (B) Primary stage of education
Article 350A was added to the Constitution of India to safeguard linguistic minorities across the nation. It places a statutory duty upon every local authority and State government to endeavor to provide adequate facilities for instruction in the mother tongue at the primary stage of education for children belonging to linguistic minority groups.

6. (A) Both A and R are true and R is the correct explanation of A
The 42nd Constitutional Amendment Act of 1976 moved education from the State List to the Concurrent List in the Seventh Schedule. Concurrent jurisdiction allows both Parliament and State Legislatures to enact laws regarding education. This constitutional shift ensures nationwide standards and policy consistency while allowing regional authorities to adapt regulations to local needs.

7. (C) Entry 25
Entry 25 of List III in the Seventh Schedule of the Indian Constitution specifies education, including technical education, medical education, and universities, subject to entries 63, 64, 65, and 66 of List I. This entry grants concurrent legislative powers to both the central and state governments to regulate educational institutions and curricula.

8. (A) Dr. S. Radhakrishnan
The University Education Commission was constituted in 1948 under the chairmanship of Dr. Sarvepalli Radhakrishnan to report on Indian university education and suggest improvements. It was the first education commission set up in independent India, and its recommendations laid the foundation for structural reform, academic standards, and the eventual creation of the University Grants Commission.

9. (A) I, II and IV only
The Secondary Education Commission (1952–53), led by Dr. A. Lakshmanaswami Mudaliar, recommended a three-year higher secondary and four-year degree structure, multipurpose schools with diversified courses, and practical craft training. However, it did not recommend forming a Central Advisory Board of Secondary Education, as national coordination already existed through established statutory advisory bodies.

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277. National Assessment Centre, PARAKH, functions under which premier autonomous educational body?
(A) CBSE
(B) NCERT
(C) NCTE
(D) NIEPA

278. A Head of Institution is tasked with implementing Competency-Based Assessment in secondary grades. Which instructional reform should the Principal prioritize?
(A) Increasing reliance on traditional end-of-year rote memorization examinations
(B) Aligning assessment items with practical application and learning outcomes
(C) Replacing objective academic tests with compulsory physical fitness marks
(D) Eliminating all practical laboratory work in secondary science subjects completely

279. Which section of the RTE Act 2009 lays down provisions regarding the curriculum and evaluation procedure for elementary education?
(A) Section 12
(B) Section 21
(C) Section 29
(D) Section 35

280. What is the primary operational objective of NIPUN Bharat Mission?
(A) Ensuring secondary school digital literacy
(B) Achieving universal foundational literacy and numeracy for primary children by 2026–27
(C) Constructing secondary residential schools in tribal blocks
(D) Training university lecturers in research methodologies

281. Under the 5+3+3+4 structure of NEP 2020, the "Preparatory Stage" comprises which classes?
(A) Nursery, LKG, UKG
(B) Classes 1 and 2
(C) Classes 3 to 5
(D) Classes 6 to 8

282. Which Education Commission recommended the 'Three-Language Formula' in school education?
(A) Radhakrishnan Commission (1948–49)
(B) Secondary Education Commission (1952–53)
(C) Kothari Commission (1964–66)
(D) National Knowledge Commission (2006)

283. Consider the following statements regarding reliability and validity:
Statement I: Reliability is a necessary condition for validity.
Statement II: Validity is a sufficient condition for reliability.
Statement III: A test with zero reliability can have high validity.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

284. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Standard Deviation measures the absolute dispersion of test scores around the Mean.
Reason (R): Standard Deviation is calculated as the square root of the variance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

285. Which tool measures implicit student feelings, attitudes, and emotional preferences along a continuum?
(A) Rating Scale
(B) Sociogram
(C) Cumulative Record Card
(D) Objective Test Grid

286. An English teacher constructs a test paper where 90% of items have a Difficulty Index (P) between 0.85 and 0.98. What will be the nature of score distribution for an average class?
(A) Negatively Skewed distribution
(B) Positively Skewed distribution
(C) Symmetrical Bell Curve distribution
(D) Bimodal Frequency distribution

287. In item analysis, Discrimination Index ($D = 0.00$) indicates that:
(A) All upper group examinees got it right and lower group examinees got it wrong
(B) An equal number of examinees in the upper and lower groups answered the item correctly
(C) More lower group examinees got it right than upper group examinees

the ages of three and eight years. This stage spans three years of flexible early childhood care and education in Anganwadis or preschools, followed by two years of primary schooling in Grade 1 and Grade 2, prioritizing play-based and activity-centered learning.

20. (D) Play, discovery, activity-based, and interactive classroom learning
The Preparatory Stage under NEP 2020 spans Classes 3 to 5 for children aged eight to eleven years. Pedagogical guidelines for this phase emphasize play-based, discovery-oriented, and interactive classroom learning. It introduces light textbooks alongside activity-based instruction to build strong foundations in reading, writing, speaking, physical education, art, science, and mathematics.

21. (B) Classes 6 to 8
The Middle Stage under the 5+3+3+4 structure of the National Education Policy 2020 encompasses Classes 6 to 8, catering to children aged eleven to fourteen years. This phase introduces subject-oriented pedagogical instruction, focusing on abstract concepts in mathematics, sciences, social sciences, humanities, and arts, alongside vocational exposure and practical skills.

22. (C) Multidisciplinary study, critical thinking, and flexibility in subject choice
The Secondary Stage under NEP 2020 covers Classes 9 to 12, split into two phases comprising Classes 9-10 and Classes 11-12. This stage shifts pedagogical focus toward multidisciplinary study, critical thinking, analytical depth, and flexibility, removing rigid distinctions between academic streams like Science, Arts, and Commerce to allow custom subject combinations.

23. (B) 2030
The National Education Policy 2020 sets a clear target to achieve a 100 percent Gross Enrolment Ratio across all stages of school education, from preschool through secondary level, by the year 2030. This objective requires universal access, infrastructure expansion, retention strategies, and non-formal learning alternatives to ensure no child is left behind.

24. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 advocates using the mother tongue, local language, or regional language as the medium of instruction at least until Grade 5, and preferably until Grade 8. Educational research confirms that young children comprehend complex foundational concepts more easily and build stronger cognitive abilities when taught in their native language during early schooling years.

25. (B) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. Established as a national assessment center under NEP 2020, its primary objective is to formulate norms, standards, and guidelines for student assessment across all recognized school boards in India, encouraging competency-based evaluation and 360-degree holistic progress reporting.

26. (B) It recommends formal written examinations at age 4 to measure numerical retention.
The National Curriculum Framework for Foundational Stage 2022 explicitly avoids formal written examinations for four-year-old children. Instead, it advocates continuous, informal observation and play-based evaluation. Based on NEP 2020 and formulated by NCERT, the framework incorporates Panchakosha Vikas, emphasizing integrated development across physical, vitality, mental, intellectual, and joyful domains for children aged three to eight.

27. (C) 8
The National Curriculum Framework for School Education 2023 structures school learning around eight distinct curricular areas across different stages. These comprehensive areas encompass Language Education, Mathematics, Science, Social Science, Art Education, Physical Education and Well-being, Vocational Education, and Interdisciplinary Areas, ensuring holistic skill development, conceptual understanding, and multidisciplinary exploration throughout the educational journey.

28. (D) I, II and III
NCF-SE 2023 proposes structural reforms for upper secondary education, including a semester system for Classes 11 and 12 to enable choice flexibility. It mandates studying two languages, ensuring at least one is native to India. Furthermore, board examinations are designed to evaluate higher-order thinking, conceptual

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49. (D) The process of assigning numbers to attributes according to defined rules
In educational and psychological testing, measurement is defined as the systematic procedure of assigning numerical values or symbols to specific attributes, traits, or behaviors according to established rules. It provides quantitative data describing the magnitude of a physical or mental characteristic without attaching value judgments regarding its ultimate worth.

50. (B) Measurement assigns a quantitative value, while evaluation adds value judgment to it.
Measurement provides a purely quantitative description of student performance, such as assigning a raw test score. Evaluation goes beyond numerical measurement by integrating qualitative judgments, standards, and values to determine the overall worth, quality, or adequacy of student performance relative to predefined educational goals and learning outcomes.

51. (D) I, II and III
Measurement is the rule-based quantitative assignment of numbers to traits. Assessment is the systematic process of gathering evidence of student performance over time using varied tools. Evaluation involves making value judgments about learning quality based on assembled evidence. Together, these three interrelated concepts form the foundation of educational appraisal systems.

52. (B) Criterion-Referenced Testing (CRT)
Criterion-Referenced Testing evaluates an individual's test performance against a fixed, predetermined set of standard learning objectives or performance criteria. Unlike norm-referenced tests, student scores are interpreted independently of peer performance, measuring specifically what skills, concepts, or knowledge the candidate has mastered relative to defined educational criteria.

53. (D) To identify specific learning difficulties and gaps to plan remedial instruction
The primary purpose of diagnostic assessment is to identify specific learning difficulties, conceptual misconceptions, and skill deficiencies during the learning process. By analyzing error patterns, diagnostic assessments enable teachers to understand underlying learning obstacles and design targeted remedial instruction, individual support strategies, and tailored pedagogical interventions.

54. (D) I, II and III
Formative assessment represents Assessment for Learning, providing continuous feedback during instruction to modify teaching. Summative assessment constitutes Assessment of Learning, evaluating cumulative achievement at the end of an instructional period. Peer and self-assessments represent Assessment as Learning, encouraging metacognition, self-reflection, and active learner autonomy in evaluating progress.

55. (A) Placement Assessment
Placement assessment is administered prior to beginning an instructional unit or educational program. Its main objective is to evaluate students' entry behaviors, prerequisite knowledge, and initial skill levels, helping educators determine appropriate instructional entry points, stream allocations, or course placements suited to individual learning readiness.

56. (C) Diagnostic Test
Analyzing persistent error patterns in subject-verb agreement to design targeted corrective modules represents diagnostic testing. Unlike general achievement tests that measure broad learning outcomes, diagnostic tests pinpoint specific learning gaps, underlying learning obstacles, and structural difficulties, offering precise qualitative data to guide instructional remediation and individual corrective learning.

57. (A) The degree to which a test measures what it purports or claims to measure
In psychometrics, validity refers to the accuracy and truthfulness of an assessment tool, specifically indicating the extent to which a test actually measures the specific construct, skill, or learning objective it claims to measure. Validity ensures that score interpretations and inferences made from test results are fully justified.

58. (B) Content Validity
Content validity reflects how comprehensively and representative a test samples the target subject matter domain and cognitive objectives outlined in a syllabus blueprint. When a mathematics exam proportional to the table of specifications covers all topic areas and learning levels, it demonstrates high content validity.

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39. (A) I, II and III only
Section 27 of the RTE Act 2009 strictly prohibits deploying school teachers for non-educational duties, except for three specific national tasks: decennial population census, disaster relief duties, and duties relating to elections to local authorities, state legislatures, and Parliament. Deployments for non-mandated activities such as routine immunization or general NGO surveys are prohibited.

40. (D) National Council for Teacher Education (NCTE)
Under Section 23 of the Right to Education Act 2009, the Academic Authority notified by the Central Government to lay down minimum professional qualifications for school teacher appointments is the National Council for Teacher Education. NCTE establishes teacher eligibility criteria, including Teacher Eligibility Tests, ensuring standard academic quality nationwide.

41. (B) Pre-school to Class 12
Samagra Shiksha Scheme is an overarching flagship programme for the school education sector extending continuously from pre-school to Class 12. Launched in 2018, it treats school education holistically as a continuum, unifying administrative structures, improving learning outcomes, and enhancing equitable access across all levels of schooling nationwide.

42. (A) Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education
The integrated Samagra Shiksha scheme was formulated in 2018 by subsuming three existing centrally sponsored schemes: Sarva Shiksha Abhiyan focusing on elementary education, Rashtriya Madhyamik Shiksha Abhiyan focusing on secondary education, and Teacher Education. This unification streamlines educational administration, resource utilization, and institutional support across state and district levels.

43. (B) 3 to 9 years
The NIPUN Bharat Mission targets children in the age group of 3 to 9 years. Covering foundational stages from preschool through Grade 3, the initiative focuses on building foundational literacy and numeracy skills early, ensuring children learn to read with comprehension and perform basic mathematical calculations successfully before entering higher primary classes.

44. (C) National Initiative for Proficiency in Reading with Understanding and Numeracy
NIPUN stands for National Initiative for Proficiency in Reading with Understanding and Numeracy. Launched under the aegis of the Ministry of Education, this national mission aims to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy skills among young learners across all primary schools in India.

45. (B) 2026–27
Under the NIPUN Bharat Mission, realigned with the recommendations of the National Education Policy 2020, the target year for every child to achieve foundational literacy and numeracy by the end of Grade 3 is 2026–27. This milestone ensures primary students possess essential reading, writing, and mathematical capabilities early in schooling.

46. (C) Grade 2 level
Under the NIPUN Bharat learning goals (Lakshya), reading 45 to 60 words per minute correctly with comprehension and carrying out basic addition and subtraction of numbers up to 99 corresponds to Grade 2 targets. Demonstrating these specific reading and mathematical abilities confirms that the child has fulfilled Grade 2 benchmark outcomes.

47. (B) Classes 3, 5, 8, and 10
The National Achievement Survey is a sample-based assessment conducted periodically by NCERT across government and private schools to evaluate the health of the educational system. NAS assesses learning achievement levels of students specifically in Classes 3, 5, 8, and 10, providing evidence-based insights for policy formulation and curriculum planning.

48. (C) A is true but R is false
NAS is a system-level, sample-based survey designed to evaluate educational efficiency and monitor learning levels across districts. However, NAS scores are not used to rank individual students, publish individual marks, or decide grade promotions; its primary intent is diagnostic feedback for systemic improvement, policy decisions, and instructional support.

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clarity, and application rather than passive rote memory.

29. (C) 1st April 2010
The Right of Children to Free and Compulsory Education Act was enacted by Parliament in August 2009. However, the legislation officially came into force across India, except in the state of Jammu and Kashmir at that time, on April 1, 2010, marking a historic milestone in making elementary education a enforceable right.

30. (C) 25%
Section 12(1)(c) of the Right to Education Act 2009 mandates that specified category and private unaided schools must reserve at least 25 percent of their entry-level seats in Class 1 or preschool for children belonging to weaker sections and disadvantaged groups, providing free elementary education reimbursed by the State government.

31. (A) No, because Section 14 of the RTE Act prohibits denial of admission for lack of age proof.
Section 14 of the Right to Education Act 2009 explicitly states that for admission to elementary education, a child's age shall be determined on the basis of a birth certificate or other prescribed document. Crucially, it prohibits denying admission to any child solely due to the lack of official proof of age.

32. (C) 30:1
The Schedule to the Right to Education Act 2009 mandates a Pupil-Teacher Ratio of 30:1 for primary schools covering Classes 1 to 5 with enrolment up to 200 students. This norm ensures adequate teacher availability to maintain classroom interaction, personalized attention, and effective teaching-learning conditions across all primary educational institutions.

33. (B) 35:1
For upper primary schools covering Classes 6 to 8, the Schedule to the Right to Education Act 2009 mandates a maximum Pupil-Teacher Ratio of 35:1. Additionally, the Act requires at least one specialized teacher per class for Science and Mathematics, Social Studies, and Languages, ensuring subject-specific instructional coverage for students.

34. (B) 800 hours and 1000 hours
The Schedule under the Right to Education Act 2009 specifies minimum annual instructional hours to ensure adequate contact time. Primary schools covering Classes 1 to 5 must provide at least 800 instructional hours across 200 working days, while upper primary schools covering Classes 6 to 8 require 1000 instructional hours across 220 working days.

35. (A) Both A and R are true and R is the correct explanation of A
Section 16 of the RTE Act was amended in 2019, allowing States to hold regular end-of-year examinations in Class 5 and Class 8. If a student fails, a re-examination is conducted within two months after remedial instruction, and States retain discretion to detain students who fail the re-examination.

36. (A) Physical punishment and mental harassment
Section 17 of the Right of Children to Free and Compulsory Education Act 2009 strictly prohibits corporal punishment and mental harassment of children in all educational institutions. Anyone violating this provision is subject to disciplinary action under service rules, ensuring a safe, stress-free, and supportive learning environment for every student.

37. (C) Section 28
Section 28 of the Right to Education Act 2009 explicitly bars school teachers working in government or government-aided institutions from engaging in private tuition or private teaching activities. This legal restriction ensures that teachers dedicate their professional focus entirely to institutional duties and classroom instruction without commercial conflicts of interest.

38. (D) I, II and III
Section 21 of the RTE Act mandates School Management Committees in government and aided schools. The committee must comprise at least 75 percent parents or guardians, with 50 percent reserved for women. Furthermore, proportional representation must be provided to parents of children belonging to weaker sections and disadvantaged groups to ensure inclusive decision-making.

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59. (B) Concurrent Validity
Concurrent validity is a form of criterion-related validity established by correlating scores from a newly developed test with scores obtained simultaneously from a established, valid reference instrument. A high positive correlation between both test scores demonstrates that the new instrument measures the targeted construct accurately at the present time.

60. (A) Both A and R are true and R is the correct explanation of A
A test can produce consistent, repeatable scores across multiple administrations, demonstrating high reliability, without actually measuring the intended construct, thus lacking validity. Reliability is a necessary precursor for validity, but consistency alone does not ensure that test interpretations accurately reflect the targeted learning attribute or trait.

61. (D) Predictive Validity
Predictive validity measures how effectively current test scores forecast or predict future performance on a specific criterion task or program. Entrance examinations and aptitude tests rely on predictive validity to estimate an applicant's potential academic or professional success in future training, specialized courses, or educational degree programs.

62. (C) Test-Retest Method
The Test-Retest method measures score stability over time by administering the exact same test instrument to the same group of individuals on two separate occasions separated by a time interval. The correlation coefficient between the two sets of scores yields the coefficient of stability for the assessment.

63. (D) Memory, practice, and maturation effects between test administrations
A major limitation of the Test-Retest method is carry-over interference caused by memory, practice effects, and student maturation during the interval between test administrations. Students may remember previous answers, practice skills, or gain knowledge, artificially inflating second-testing scores and distorting the calculated reliability coefficient stability.

64. (C) Internal consistency
The Split-Half method evaluates internal consistency reliability by dividing a single test paper into two equivalent halves, such as odd and even items, administered simultaneously. Correlating scores from both half-tests measures the extent to which all test items consistently measure the same underlying construct or learning objective.

65. (A) Spearman-Brown Prophecy Formula
The Spearman-Brown Prophecy Formula is used to adjust and estimate the reliability coefficient of a full-length test when the correlation coefficient between two half-tests is known. Because reducing test length reduces calculated reliability, this formula mathematically corrects for halved length, yielding full test internal consistency.

66. (B) 0.75
Applying the Spearman-Brown formula R equals two times r divided by one plus r, where r is 0.60, yields two multiplied by 0.60 divided by 1.60. This equals 1.20 divided by 1.60, resulting in a full test reliability coefficient of 0.75. This formula adjusts halved length to estimate complete paper internal consistency.

67. (B) Multi-point, Likert-type, or essay-type items
Cronbach's Alpha is a statistical measure of internal consistency reliability primarily used for assessment instruments containing non-dichotomous, multi-point response options, such as Likert-scale attitude inventories, rating scales, and partial-credit essay tests. It calculates inter-item consistency across continuous or multi-value items within a unified measurement scale.

68. (D) The degree to which equal scores are assigned regardless of who grades the response
Objectivity in testing refers to the degree to which test scoring is free from personal bias, subjective opinions, or examiner variability. A highly objective test yields identical scores for a given response regardless of who evaluates or marks the paper, ensuring impartial, standardized, and reliable assessment results.

69. (A) I, II and III only
Usability or practicality of an educational test refers to real-world administrative feasibility. Key components include economy of cost and time, ease of scoring and interpretation, and clear, simple test administration instructions. High internal construct validity relates to

MCQGPT

psychometric validity rather than practical operational usability of test instruments.

70. (A) Nominal Scale
According to Stanley Smith Stevens' hierarchy of measurement scales, the Nominal Scale represents the simplest and lowest level of measurement. It involves categorizing objects, individuals, or events into distinct, mutually exclusive qualitative classes or labels without assigning numeric magnitude, quantitative ranking, or equal interval distances between categories.

71. (B) Nominal Scale
Student roll numbers in a school register serve purely as qualitative labels or identification codes to distinguish individuals. They do not denote quantitative values, order of merit, or proportional distances. Therefore, roll numbers represent a Nominal Scale of measurement, functioning strictly for identification and classification purposes without arithmetic meaning.

72. (B) Ordinal Scale
Assigning rank numbers such as 1st, 2nd, 3rd, and 4th based on performance places data on an Ordinal Scale. While ordinal scaling establishes a clear order of merit or relative standing, it does not indicate equal numeric intervals between consecutive ranks, measuring sequence without quantifying absolute performance differences.

73. (C) Interval Scale
An Interval Scale possesses equal numeric intervals between points on a continuum but lacks an absolute, non-arbitrary zero point. On an interval scale, zero does not signify complete absence of the measured trait, allowing meaningful addition and subtraction but prohibiting ratio calculations or relative multiplication comparisons.

74. (B) Interval Scale
Celsius temperature scales and standard raw test scores are classic examples of an Interval Scale. They feature equal measurement units across the scale, but zero is arbitrary and does not represent total absence of heat or knowledge, meaning a score of zero does not signify zero knowledge.

75. (A) Both A and R are true and R is the correct explanation of A
Height, weight, and reaction time are measured on a Ratio Scale because they possess equal intervals and a true, absolute zero point. Absolute zero signifies total absence of the physical property, enabling meaningful mathematical ratios, such as stating that an eighty-kilogram weight is twice forty kilograms.

76. (D) Ratio Scale
The Ratio Scale is the highest level of measurement. Because it features equal intervals between units and a true, non-arbitrary zero point, it permits all arithmetic operations, including addition, subtraction, multiplication, and division, allowing precise ratio statements and advanced statistical analyses across quantitative observations.

77. (C) Questionnaire
A Questionnaire is a self-report data collection tool consisting of a structured series of written questions administered to respondents. It enables researchers and evaluators to gather standardized information regarding facts, opinions, attitudes, and behaviors efficiently from large samples across diverse geographical locations without direct verbal interaction.

78. (D) Closed-ended / Structured Questionnaire
A questionnaire that restricts respondent choices to predetermined options, such as Yes/No, multiple-choice options, or rating grids, is classified as a closed-ended or structured questionnaire. This format standardizes responses, facilitates efficient quantitative coding, minimizes subjective interpretation, and streamlines comparative statistical analysis across large respondent samples.

79. (B) Semantic Differential Scale
Developed by Osgood, the Semantic Differential Scale measures psychological meanings and attitudes by presenting bipolar adjective pairs, such as Fair-Unfair or Active-Passive, anchored at opposite ends of a 7-point continuum. Respondents rate a concept along these descriptive scales to evaluate affective, potency, and activity dimensions.

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80. (B) Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree options
A typical Likert Scale measures attitudes, opinions, or beliefs using a structured continuum of agreement. It presents declarative statements accompanied by five standardized response categories ranging from Strongly Agree, Agree, Undecided, Disagree, to Strongly Disagree, assigning numerical weights to enable quantitative measurement of respondent attitudes.

81. (C) Checklist
A Checklist is an evaluation tool comprising a prepared list of specific behaviors, traits, steps, or characteristics. Observers systematically record data by indicating a binary choice, such as Present or Absent, Yes or No, confirming whether each listed attribute is exhibited during an observation session or performance evaluation.

82. (B) A checklist notes presence or absence, while a rating scale measures degree of a behavior.
A checklist is a binary evaluation tool designed strictly to record the presence or absence of a behavior, trait, or step. In contrast, a rating scale evaluates the degree, frequency, or quality of the observed behavior along a qualitative or numerical continuum, such as Excellent, Good, or Poor.

83. (B) Anecdotal Record
An Anecdotal Record is a detailed, objective narrative written by a teacher describing a specific, significant student incident or behavior observed in a natural context. It records factual details, setting, and exact actions without immediate subjective interpretation, contributing valuable qualitative evidence to cumulative developmental tracking over time.

84. (A) Sociometry
Developed by J.L. Moreno, Sociometry is a specialized empirical evaluation technique used to assess social structures, interpersonal relationships, peer choices, acceptance, and group cohesion within a classroom setting. It gathers data on peer nominations to identify social dynamics, popular individuals, informal sub-groups, and socially isolated students.

85. (C) Isolate
In sociometric analysis and sociograms, an Isolate is an individual student who receives no positive choices, peer nominations, or social preferences from classmates. Identifying isolates helps educators recognize socially unintegrated students and design appropriate classroom intervention strategies to foster inclusive peer dynamics and group participation.

86. (A) I and II only
Cumulative Record Cards provide a comprehensive, continuous developmental history of a student across academic, physical, emotional, and co-scholastic domains throughout schooling. Updated regularly by educational personnel, CRCs are maintained as permanent cumulative records rather than ephemeral documents destroyed after primary grades, supporting continuous guidance and academic tracking.

87. (D) Unstructured Personal Interview
An unstructured personal interview is a qualitative assessment technique that collects rich, descriptive narrative data through open-ended conversations. Unlike standardized multiple-choice tests, typing tests, or percentile rankings which yield structured numerical data, qualitative interviews provide flexible, contextualized insights into personal attitudes, beliefs, and complex individual experiences.

88. (A) II → I → IV → III → V
Standardizing an assessment tool follows a logical sequence: first constructing the Table of Specifications blueprint, drafting test items, conducting a pilot try-out on a representative sample, performing item analysis to evaluate difficulty and discrimination, and finally establishing psychometric reliability, validity, and standardized norm tables.

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89. (B) 0.85 or 85%
The Difficulty Index P is calculated as correct responses R divided by total examinees N, multiplied by 100. For an item answered correctly by 85 out of 100 students, P equals 85 divided by 100, yielding 0.85 or 85 percent, indicating the proportion of test-takers who answered correctly.

90. (A) Both A and R are true and R is the correct explanation of A
In item analysis, the Difficulty Index P represents the proportion of examinees who answer an item correctly. Consequently, higher P values indicate easier test items. An item with a Difficulty Index

preparation hours. Allocated preparation time enables teachers to plan instructional delivery, design assessment tools, correct assignments, and prepare contextual teaching-learning materials effectively.

136. (B) Section 24
Section 24 of the Right to Education Act 2009 outlines the duties of teachers, mandating regular school attendance, timely completion of curriculum, assessment of student learning abilities, regular parent meetings, and continuous monitoring of individual developmental progress within designated working schedules.

137. (B) Strengthening foundational language, literacy, and mathematics skills
Padhe Bharat Badhe Bharat is a sub-programme under Samagra Shiksha focusing on foundational learning. It aims to strengthen early language reading, writing, and foundational mathematics capabilities among primary school children in Classes 1 and 2, ensuring strong cognitive foundations for subsequent academic success.

138. (B) II and III only
Face validity refers to a subjective, superficial reading of test items rather than a rigorous statistical calculation. Content validity relies on systematic logical mapping against blueprint specifications, while construct validity determines how accurately a test measures theoretical traits or psychological constructs defined in assessment models.

139. (B) Predictive Validity
Assessing how accurately a newly constructed engineering entrance test forecasts future academic success in an engineering degree program evaluates predictive validity. Predictive validity measures criterion-related effectiveness by correlating initial test scores with subsequent performance outcomes measured at a future point in time.

140. (B) 0.82
Using the Spearman-Brown prophecy formula R equals two times r divided by one plus r, with a half-test correlation r of 0.70, yields two multiplied by 0.70 divided by 1.70. This calculation results in 1.40 divided by 1.70, giving a full test reliability coefficient of approximately 0.82.

141. (B) Dichotomously scored items (Right/Wrong)
The Kuder-Richardson Formula 20 is a specialized psychometric formula used to calculate the internal consistency reliability of tests composed of dichotomously scored items, where responses are scored strictly as right or wrong (1 or 0), such as standard objective multiple-choice tests.

142. (B) Ordinal Scale
The Ordinal Scale of measurement allows attributes or performance data to be categorized and arranged in a quantitative order of magnitude or rank. However, it lacks equal intervals between consecutive points, meaning distance between ranks cannot be treated as equal numerical values.

143. (D) Ratio
The Ratio Scale possesses a true, absolute zero point indicating total absence of the attribute being measured. This feature allows full mathematical operations, precise ratio comparisons, and advanced statistical computations that are impossible on nominal, ordinal, or interval scales lacking absolute zero anchors.

144. (B) A scoring guide outlining criteria and performance levels for student work
An Assessment Rubric is an evaluative scoring guide that defines specific criteria and performance expectations across qualitative levels for student work. Rubrics increase grading objectivity, promote assessment transparency, and provide clear descriptive feedback to guide student performance across complex academic assignments.

145. (B) Both A and R are true but R is not the correct explanation of A
Analytic rubrics break down assignments into specific criteria, offering detailed feedback on each component. Holistic rubrics evaluate work as a single unified score based on overall quality. Both definitions are individually true, but the holistic rubric description does not serve as the explanation for analytic rubric features.

146. (B) 0.40
The Difficulty Index P is calculated as correct responses R divided by total candidates N. For an item answered correctly by 20 out of 50 students, dividing 20 by 50 yields a Difficulty

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101. (A) I and II only
Bloom's Revised Taxonomy reorganizes cognitive levels into Remember, Understand, Apply, Analyze, Evaluate, and Create, placing 'Creating' at the highest level of cognitive processing. Knowledge was replaced by 'Remembering' as the foundational category, making statements asserting that Knowledge remains the highest level incorrect within the revised cognitive framework.

102. (B) Both scholastic and co-scholastic aspects of holistic child growth
Continuous and Comprehensive Evaluation is designed to assess both scholastic academic subjects and co-scholastic developmental domains, including life skills, attitudes, values, co-curricular activities, and physical health. CCE replaces single end-of-year examinations with continuous feedback to support holistic child development throughout the academic year.

103. (B) Incorporates 360-degree feedback from self, peer, and teacher assessments
Under NEP 2020 and PARAKH guidelines, the Holistic Progress Card transforms reporting by replacing simple numerical grade cards with a 360-degree, multidimensional assessment framework. It integrates self-assessment, peer evaluation, and teacher observations alongside cognitive, affective, and psychomotor learning progress, capturing holistic individual growth across school activities.

104. (D) Mean
The Mean is the measure of central tendency defined as the arithmetic average of a distribution. It is calculated by summing all individual test scores in a dataset and dividing that total sum by the aggregate number of scores, incorporating every value into its final mathematical calculation.

105. (B) Median
In a skewed score distribution containing extreme outliers, such as a score of 90 among much lower values, the arithmetic Mean becomes disproportionately distorted. The Median, representing the exact middle score in an ordered dataset, provides a more accurate, stable, and representative measure of central performance.

106. (D) The most frequently occurring score in the distribution
In a frequency distribution of test scores, the Mode is defined as the specific score value that appears with the highest frequency. It represents the most common or popular performance point in a dataset, proving useful for identifying central trends in categorical or nominal scale data.

107. (B) 8
The Median is the middle value in an ordered set of numbers. For the seven scores 4, 7, 7, 8, 10, 12, and 14 arranged in ascending order, the fourth value divides the distribution into two equal halves. Thus, the Median of this dataset is 8.

108. (A) Both A and R are true and R is the correct explanation of A
In a perfectly symmetrical Normal Probability Curve, the distribution is unimodal, bell-shaped, and completely balanced around its center. Consequently, 50 percent of scores lie above the center and 50 percent below it, causing the Mean, Median, and Mode to coincide at the exact central point of the distribution.

109. (B) 68.26%
In a theoretical Normal Probability Curve, approximately 68.26 percent of total observations fall within the range of plus or minus one Standard Deviation from the arithmetic Mean. This fixed statistical property illustrates score clustering near the center of a normal distribution in standardized testing.

110. (C) 95.44%
In a theoretical Normal Probability Curve, approximately 95.44 percent of the total area under the bell curve lies within the range of plus or minus two Standard Deviations around the Mean. This standard statistical property defines score boundaries in standardized educational and psychological testing.

111. (B) At the lower end of the scale (test was difficult)
In a positively skewed score distribution, the majority of student scores cluster at the lower end of the measurement scale, indicating that the test paper was difficult for candidates. The long tail of the distribution extends toward higher scores, pulling the Mean above the Median and Mode.

of 0.95 was answered correctly by 95 percent of candidates, making it an extremely easy item.

91. (B) 0.60
The Discrimination Index D is calculated as correct upper group responses minus correct lower group responses, divided by sample size per group. Here, 18 minus 6 equals 12, and 12 divided by 20 yields 0.60. A D value of 0.60 reflects strong item discrimination power.

92. (C) Discarded or thoroughly revised due to negative discrimination
A negative Discrimination Index indicates that lower-performing students answered the item correctly more frequently than higher-performing students. This inverse pattern signals flawed item wording, ambiguous distractors, or incorrect answer keys, requiring test developers to discard or thoroughly revise the item before standardized test bank inclusion.

93. (B) 0.30 to 0.70
For general norm-referenced achievement tests, the recommended optimal range for item Difficulty Index P is between 0.30 and 0.70, with an average target around 0.50. Items within this range maximize score variance, enhance test reliability, and provide effective discrimination across different performance levels among examinees.

94. (B) Predictable, constant bias affecting scores in one direction
Systematic Error in educational measurement refers to predictable, consistent bias that skews test scores systematically in one direction. Unlike random errors that fluctuate unpredictably and average out to zero, systematic errors result from constant defects in testing equipment, miscalibrated scoring rubrics, or environmental biases, affecting test validity.

95. (B) Systematic Error
An illegible line in a printed exam paper affecting all candidates in Exam Center A represents a Systematic Error. Because this printing defect consistently alters testing conditions for an entire group in a predictable, constant direction, it introduces systematic measurement bias rather than unsystematic, individual random variations.

96. (B) Sudden severe headache experienced by a student during the exam hour
A sudden severe headache experienced by an individual student during an examination represents a Random Error. Unpredictable personal factors such as sudden illness, temporary fatigue, anxiety, or momentary distractions introduce unsystematic score fluctuations that vary randomly across testing occasions without reflecting constant institutional bias.

97. (D) Reliability
The Standard Error of Measurement is inversely related to test reliability. As test reliability increases toward 1.00, measurement error decreases, yielding greater confidence that observed test scores reflect an examinee's true ability. Higher reliability minimizes score variance attributable to random error in educational assessment.

98. (A) $SEM = s\sqrt{1 - r_{xx}}$
The formula for calculating the Standard Error of Measurement is SEM equals standard deviation multiplied by the square root of 1 minus the reliability coefficient. This formula quantifies expected score fluctuation around an examinee's true score, reflecting measurement precision based on test reliability and score variance.

99. (A) Balanced representation of objectives and content areas (Content Validity)
The primary purpose of a Test Blueprint or Table of Specifications is to ensure balanced representation across content topics and cognitive learning objectives. By establishing proportional item distribution before test construction, a blueprint safeguards content validity, ensuring comprehensive and equitable assessment of the specified curriculum domain.

100. (B) Content topics and cognitive learning objectives
A balanced Test Blueprint maps content topics along one dimension against cognitive learning levels along the other dimension. This two-dimensional matrix ensures that test items align proportionally with instructional emphasis across subject topics and cognitive depth, guiding systematic item development and supporting balanced content coverage in examinations.

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124. (A) Top 1/8th of passed candidates
Under the 9-point relative grading system implemented by major secondary examination boards in India, passed candidates are arranged in rank order. Grade A-1 is awarded specifically to the top one-eighth of the total passed candidates, establishing relative high academic distinction across examinees.

125. (B) Application of core skills, concepts, and higher-order thinking
Competency-Based Assessment shifts evaluation focus from mechanical rote memorization toward demonstrating practical proficiency, core conceptual understanding, and real-world problem-solving skills. It measures how effectively students apply knowledge and higher-order thinking capabilities in diverse context-based situations outlined in learning outcomes.

126. (A) I, II and III only
Competency-Based Education features pre-defined measurable learning outcomes, modular student progression based on demonstrated mastery rather than instructional seat time, and criterion-referenced evaluation standards. Mandatory norm-referenced bell-curve ranking is inconsistent with competency-based frameworks, which emphasize universal mastery of core competencies over peer competition.

127. (C) 86th Amendment Act, 2002
Article 21A was incorporated into Part III of the Constitution of India through the 86th Constitutional Amendment Act in 2002. This landmark amendment made free and compulsory education a fundamental right for all children aged six to fourteen years, placing a legal obligation on government state authorities.

128. (B) Article 45
Article 45 of the Constitution of India, under Directive Principles of State Policy, directs the State to provide early childhood care and education for all children until they complete the age of six years. This provision lays the constitutional foundation for preschool education and foundational child development programs.

129. (A) I and II only
The National Policy on Education 1986 recommended the nationwide 10+2+3 structural framework. NEP 2020 replaced the 10+2 structure with a 5+3+3+4 design. Under this new framework, the Middle Stage comprises Classes 6 to 8, whereas Classes 9 to 12 form the Secondary Stage.

130. (B) Classes 3, 5, and 8
SAFAL, or Structured Assessment for Analyzing Learning, is a competency-based assessment framework launched in alignment with NEP 2020. Designed for students in Classes 3, 5, and 8, SAFAL evaluates core learning competencies, critical thinking, and conceptual clarity without high-stakes pass-fail pressure.

131. (B) NPE 1986 / POA 1992
The establishment of District Institutes of Education and Training was recommended by the National Policy on Education 1986 and detailed in its 1992 Programme of Action. DIETs were created as district-level institutions to provide academic support, conduct pre-service and in-service teacher training, and strengthen elementary education quality.

132. (B) 2026–27
Under the NIPUN Bharat Mission launched by the Ministry of Education, the target timeline to ensure that every child achieves universal foundational literacy and numeracy by the end of Grade 3 is 2026–27, aligning primary education goals with National Education Policy 2020 mandates.

133. (B) 200 days
According to the Schedule of the Right to Education Act 2009, primary schools covering Classes 1 to 5 must function for a minimum of 200 working days per academic year. This mandate ensures adequate instructional time and regular educational engagement for young primary school learners.

134. (B) 220 days
The Schedule under the Right to Education Act 2009 mandates a minimum of 220 working days per academic year for upper primary schools covering Classes 6 to 8. This ensures sufficient school working days to complete expanded subject curricula and conduct instructional activities.

135. (A) Both A and R are true and R is the correct explanation of A
Under the RTE Act 2009 Schedule, school teachers are required to complete a minimum of 45 teaching hours per week, including

112. (B) Mode > Median > Mean
In a negatively skewed distribution, student scores cluster predominantly at the higher end of the scale, indicating an easy test. The tail extends toward lower scores, pulling the Mean downward. Consequently, the relative positions of central tendency measures follow the order Mode greater than Median greater than Mean.

113. (C) Standard Deviation
Standard Deviation is the measure of variability defined as the square root of the arithmetic mean of squared deviations taken from the Mean. It accounts for every score value in a dataset, providing a mathematically robust measure of dispersion in educational statistics.

114. (A) 6
Variance is defined statistically as the square of the Standard Deviation. Conversely, Standard Deviation is calculated as the square root of the Variance. When the Variance of a set of test scores is 36, taking its square root yields a Standard Deviation of 6.

115. (A) $Q = \frac{Q_3 - Q_1}{2}$
Quartile Deviation, also called the Semi-Interquartile Range, measures score dispersion around the median. It is calculated using the formula Q equals Q3 minus Q1 divided by 2, where Q3 represents the third quartile and Q1 represents the first quartile in a score distribution.

116. (D) Equal to or higher than 75% of examinees in the group
A Percentile Rank indicates the proportion of examinees in a comparison group who scored equal to or below a given raw score. A student scoring at the 75th percentile performed equal to or better than 75 percent of all test-takers, reflecting relative position rather than raw percentage.

117. (A) $+1.0$
A standard z-score quantifies how many standard deviations a raw score lies above or below the mean, calculated as raw score minus mean divided by standard deviation. Subtracting 60 from 70 yields 10, which divided by 10 results in a z-score of plus 1.0.

118. (B) Mean = 50, Standard Deviation = 10
The standard T-score distribution is a normalized linear transformation of z-scores defined with a Mean of 50 and a Standard Deviation of 10. This standardized scale eliminates negative numbers and decimals, facilitating clear score interpretation and comparison across different academic achievement tests.

119. (B) 70
To convert a standard z-score into an equivalent T-score, the formula T equals 50 plus 10 times z is applied. Substituting a z-score of plus 2.0 into the equation yields 50 plus 10 multiplied by 2.0, resulting in a calculated T-score of 70.

120. (B) -1.00 to $+1.00$
Pearson's Product-Moment correlation coefficient r measures the direction and strength of a linear relationship between two continuous variables. Its value bounded strictly between minus 1.00 and plus 1.00, where plus 1.00 represents perfect positive correlation, minus 1.00 represents perfect negative correlation, and 0.00 indicates no correlation.

121. (B) Ordinal Scale (Ranks)
Spearman's Rank Correlation Coefficient rho is a non-parametric statistic designed to measure the association between two variables measured on an Ordinal Scale. It evaluates monotonic relationships using ranked positions rather than continuous raw values, making it appropriate for ordered data and non-normal score distributions.

122. (B) Assigning grades based on fixed mark cut-off ranges regardless of group performance
Absolute Grading evaluates student performance against predetermined absolute achievement standards or fixed percentage cut-off ranges without reference to peer performance. Grades reflect individual achievement relative to established curriculum criteria, ensuring that student marks remain independent of group distributions or class curve rankings.

123. (A) Both A and R are true and R is the correct explanation of A
Relative Grading, or grading on the curve, assigns grades based on a student's relative position or rank within a cohort. By evaluating performance against group mean and standard deviation, relative grading standardizes grade distributions, reducing teacher grading bias and compensating for variations in test difficulty across subjects.

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Index of 0.40, indicating that 40 percent of test-takers answered the question correctly.

147. (C) Very difficult item
In item analysis, the Difficulty Index P represents the proportion of candidates answering correctly. A Difficulty Index of 0.10 means only 10 percent of candidates solved the item correctly, classifying it as a very difficult test item within general achievement evaluation frameworks.

148. (B) 0.50
The Discrimination Index D is calculated by subtracting correct lower group responses from correct upper group responses and dividing by sample size per group. Subtracting 5 from 15 gives 10, which divided by 20 equals a Discrimination Index of 0.50, reflecting strong discrimination.

149. (C) Excellent item with high discriminating power
In item analysis guidelines, an item with a Discrimination Index D of plus 0.45 or higher is classified as an excellent item with high discriminating power. It successfully differentiates between high-performing examinees and low-performing examinees, making it suitable for final test inclusion.

150. (B) Systematic Environmental Error
Consistent score reductions occurring in Room 101 due to traffic noise introduce a Systematic Environmental Error. Because the disruptive environmental condition affects all candidates tested in that room in a constant, predictable negative direction, it introduces systematic administrative bias into test outcomes.

151. (B) Median
The Median is defined as the exact middle score in a dataset when all observations are arranged in numerical order of magnitude. It divides a score distribution into two equal parts, making it a stable measure of central tendency unaffected by extreme score outliers.

152. (B) 16
The Mean is calculated by summing all scores and dividing by the total number of items. Summing 10, 12, 14, 16, 18, 20, and 22 gives 112. Dividing 112 by 7 items yields an arithmetic Mean of 16 for this dataset.

153. (B) 56
Range is the simplest measure of variability, calculated by subtracting the lowest score from the highest score in a distribution. In the dataset containing values from 12 to 68, subtracting 12 from 68 gives a Range of 56.

154. (D) I, II and III
Standard Deviation is statistically the most stable measure of variability. Range depends exclusively on two extreme scores, making it highly sensitive to outliers. Quartile Deviation measures the score range covering the central 50 percent of a distribution, confirming all three descriptive statements.

155. (A) 34.13%
In a standard Normal Probability Curve, the area between the arithmetic Mean and plus one Standard Deviation covers approximately 34.13 percent of the total distribution area. This fixed property forms part of the standard normal area distribution in educational statistics.

156. (B) 68.26%
In a theoretical Normal Probability Curve, the area bounded between minus one Standard Deviation and plus one Standard Deviation around the central Mean contains approximately 68.26 percent of all cases, illustrating normal score dispersion across standard statistical models.

157. (A) Both A and R are true and R is the correct explanation of A
Percentile ranks do not constitute an equal-interval scale. Because scores cluster densely around the mean in a normal distribution, percentile units magnify small raw score differences near the center while compressing large raw score differences at the extreme ends of the scale distribution curve.

158. (B) +2.0
Standard z-score is calculated by subtracting the mean from the raw score and dividing by the standard deviation. Subtracting 70 from 80 gives 10, which divided by 5 yields a z-score of plus 2.0, placing the score two standard deviations above the mean.

159. (A) 40
Standard T-score is calculated using the linear formula T equals 50 plus 10 times z. Substituting a z-score of minus 1.0 into the equation gives 50

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plus 10 multiplied by minus 1.0, resulting in an equivalent T-score of 40.

160. (B) Pearson Product-Moment Correlation
Pearson Product-Moment Correlation is used when both variables are measured on continuous interval or ratio scales and meet parametric assumptions of normal distribution. It quantifies the precise degree and direction of linear association between two continuous sets of numerical data.

161. (C) Complete absence of a linear relationship
A correlation coefficient of r equals 0.00 indicates the complete absence of a linear relationship between two variables. It signifies that variations in one variable show no systemic linear pattern or association with variations in the second variable within the analyzed dataset.

162. (B) To prevent dropouts caused by fear of failure and encourage anxiety-free learning
The non-detention policy under the original RTE Act framework aimed to reduce student anxiety, prevent dropouts driven by fear of failure, and foster a supportive learning environment. It emphasized continuous diagnostic assessment and remediation rather than punitive detention in primary grades.

163. (B) All recognized school boards in India
PARAKH, established under NEP 2020, functions as a national assessment center mandated to set standard guidelines, criteria, and evaluation norms across all recognized school boards in India, encouraging uniform evaluation standards and promoting competency-based assessment practices nationwide.

164. (B) 3 years covering ages 8 to 11 (Classes 3 to 5)
Under the 5+3+3+4 structure of NEP 2020, the Preparatory Stage spans three years for children aged eight to eleven years, covering Classes 3 to 5. This stage builds foundational literacy, numeracy, and activity-based learning routines across elementary primary school classes.

165. (B) Scheduled Castes, Scheduled Tribes, and other weaker sections
Article 46 of the Constitution of India provides constitutional safeguards, placing a obligation on the State to protect Scheduled Castes, Scheduled Tribes, and other weaker sections from social injustice and all forms of exploitation while promoting their educational and economic development.

166. (C) Entry 66
Entry 66 of List I in the Seventh Schedule empowers the Union Government to coordinate and determine standards in institutions for higher education, research, and scientific and technical institutions. This constitutional provision forms the legal basis for federal regulatory bodies like the University Grants Commission.

167. (D) I, II and III
The Radhakrishnan Commission (1948–49) focused on university education, the Mudaliar Commission (1952–53) targeted secondary education, and the Kothari Commission (1964–66) comprehensively addressed all educational sectors from primary to higher education, confirming the accuracy of all three historical descriptions.

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168. (B) NPE 1986
The Acharya Ramamurti Committee was appointed in 1990 to review the implementation and effectiveness of the National Policy on Education 1986. Its recommendations emphasized equity, decentralization, early childhood education, and integrating work experience into the school curriculum frameworks.

169. (A) Both A and R are true and R is the correct explanation of A
The National Curriculum Framework 2005 recommended connecting school learning to life outside the classroom. This guiding principle aimed to shift education away from mechanical rote learning toward constructivist pedagogy, where students actively construct knowledge through contextual, real-world experiences and inquiry.

170. (A) Within 1 kilometer
Under the Right to Education Act 2009 statutory rules, State governments are required to establish a Primary School covering Classes 1 to 5 within a maximum walking distance of 1 kilometer from the habitation of every child, ensuring safe and accessible universal primary schooling.

171. (B) Within 3 kilometers
National statutory guidelines under the Right to Education Act 2009 mandate that an Upper Primary School covering Classes 6 to 8 must be established within a walking distance of

3 kilometers from the habitation of children, facilitating continued elementary education access across habitations.

172. (B) Section 21
Section 21 of the Right to Education Act 2009 mandates the constitution of School Management Committees in all government and aided elementary schools, empowering parents, local representatives, and teachers to monitor school functioning and prepare institutional development plans.

173. (B) Strengthening and integrating SCERTs, DIETs, and BRCs
Under Samagra Shiksha, the teacher education component focuses on strengthening, integrating, and upgrading institutional infrastructure of SCERTs, DIETs, Block Resource Centres, and Cluster Resource Centres, creating an integrated, effective academic support structure for continuous professional development of teachers.

174. (B) Provide transparent access to the rubric and evaluated work for feedback
Modern educational evaluation ethics advocate transparency, constructive feedback, and accountability. A school administrator should grant parents transparent access to rubric evaluation criteria and graded project work, helping families understand evaluation standards, supporting learning progress, and fostering trusting school-community relations.

175. (B) Face Validity
Face Validity refers to the degree to which an assessment tool appears to measure its intended target construct on a casual, surface inspection. While face validity lacks statistical rigor, clear formatting and relevant appearance build examinee confidence and test acceptability.

176. (B) Parallel-Forms / Alternate-Forms Method
The Parallel-Forms method evaluates test reliability by administering two distinct but equivalent forms of a test paper, matched in content, length, and difficulty, to the same examinees in close succession. The correlation between both forms yields the coefficient of equivalence.

177. (B) Test items measure a coherent underlying trait or construct
High internal consistency indicates that all individual test items in an assessment tool inter-correlate strongly and measure a single coherent underlying psychological construct, trait, or skill domain, ensuring high measurement homogeneity across the entire test paper.

178. (B) Degree of agreement between different independent evaluators scoring the same student responses
Inter-Rater Reliability evaluates the degree of consistency, agreement, or correlation between two or more independent evaluators when scoring identical student assessment responses. High inter-rater reliability ensures objective scoring minimized from subjective evaluator bias.

179. (B) II only
Nominal scale data cannot be arranged in quantitative rankings because labels are purely categorical. Ordinal scale data permit quantitative ranking without indicating exact numeric differences between ranks. Interval scale data lack a true zero point, confirming that only statement II is correct.

180. (B) Ordinal Scale
Assigning letter grades such as A, B, C, D, and E based on performance cut-offs uses an Ordinal Scale. While letter grades establish a clear hierarchy of performance levels, they do not quantify exact numeric intervals between adjacent grade categories.

181. (A) An interview schedule contains structured questions asked in a fixed sequence
An Interview Schedule is a structured assessment tool containing predetermined questions asked in a fixed sequence by an interviewer. In contrast, an unstructured interview allows flexible, open-ended conversation where question order and phrasing adapt dynamically to participant responses.

182. (A) Both A and R are true and R is the correct explanation of A
Portfolio Assessment offers a cumulative, authentic representation of student learning over time. Because it comprises a purposeful collection of student work samples selected collaboratively by student and teacher alongside self-reflections,

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209. (C) 3-digit numbers (up to 999)
Under NIPUN Bharat Mission learning standards, Foundational Numeracy targets require children by the end of Grade 3 to read, write, and perform basic addition and subtraction with numbers up to three digits, building secure basic mathematical proficiency.

210. (C) A is true but R is false
Split-Half reliability evaluates internal consistency by dividing a single test paper into two equivalent halves administered in a single session. Administering two different papers with a two-week gap describes Test-Retest or Alternate-Forms reliability, making the reason statement false.

211. (C) Cronbach's Alpha
Cronbach's Alpha mathematically calculates internal consistency by averaging coefficients across all possible split-half combinations of a test instrument, providing a robust measure of inter-item reliability for multi-item continuous or scaled assessment tools.

212. (D) Ratio Scale
The Ratio Scale possesses both equal unit intervals and an absolute, non-arbitrary true zero point. This mathematical property enables all arithmetic operations, allowing precise quantitative measurement and direct ratio comparisons between observations.

213. (D) Ratio
Measuring body weight in kilograms or income in rupees utilizes a Ratio Scale. Both metrics feature equal unit intervals and an absolute zero point representing total absence of weight or income, enabling valid multiplication and ratio calculations.

214. (B) Rating Scale
A Rating Scale evaluates student performance along a continuum anchored by descriptive categories such as Excellent, Good, Average, or Poor. It records the degree, intensity, or quality of observed behaviors, skills, or attributes beyond simple binary checks.

215. (A) I, II and III only
Checklists record behavioral presence or absence, rating scales measure behavioral degree, and anecdotal records provide qualitative incident descriptions. Sociometry measures social choices and peer dynamics rather than mathematical achievement, making statement IV incorrect.

216. (B) 0.67
Discrimination Index D is calculated by subtracting correct lower group responses from correct upper group responses and dividing by sample size per group. Subtracting 10 from 30 gives 20, which divided by 30 yields 0.67, indicating strong discrimination.

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217. (B) 0.67
The Difficulty Index P represents the proportion of correct responses. Dividing 40 total correct answers by 60 total examinees yields 0.67, indicating that 67 percent of candidates answered the test item correctly.

218. (C) Discard or thoroughly revise the negatively discriminating item
A negative Discrimination Index indicates that low-performing examinees answered an item correctly more often than high-performing examinees. This reveals flawed keying or misleading distractors, requiring test developers to discard or thoroughly revise the item.

219. (A) Reliability of the test increases
Standard Error of Measurement is inversely related to test reliability. As test reliability increases toward 1.00, the term under the square root decreases, reducing overall measurement error and increasing score confidence.

220. (B) Whenever persistent learning difficulties need targeted remediation
Diagnostic Assessment is conducted whenever students experience persistent learning difficulties or gaps. It pinpoints specific conceptual misconceptions, providing detailed feedback to guide targeted remedial instruction and tailored pedagogical support.

221. (C) Mode
The Mode is the most appropriate measure of central tendency for Nominal Scale data. Because nominal data consist of qualitative categories without order or numeric values, identifying the most frequently occurring category provides the primary central descriptor.

222. (B) Median
The Median is the preferred measure of central tendency for Ordinal Scale data. Because ordinal data represent ranked order without

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196. (A) $z = \frac{X - \bar{X}}{SD}$
Standard z-score is calculated using the formula z equals raw score X minus arithmetic mean X-bar, divided by standard deviation SD. This linear transformation measures how many standard deviation units a raw score lies from the mean.

197. (B) 50th Percentile
A z-score of 0.00 indicates that a raw score lies at the arithmetic Mean of a distribution. In a symmetrical normal distribution, the Mean coincides with the Median, corresponding to the 50th percentile rank.

198. (B) Phi Coefficient (ϕ)
The Phi Coefficient is a specialized correlation coefficient used to measure association between two genuinely dichotomous categorical variables, such as Male/Female and Pass/Fail, providing a suitable statistical metric for binary data matrices.

199. (A) High positive association between Science and Mathematics scores
A correlation coefficient of plus 0.85 indicates a strong positive linear relationship between Science and Mathematics scores. It means students scoring high in Science tend to score high in Mathematics, though correlation alone does not establish direct causation.

200. (C) Indirect Absolute Grading
Awarding letter grades based on fixed percentage range cut-offs, such as 91-100 earning A1, is classified as Indirect Absolute Grading. Marks are first converted into percentage scores and then mapped directly to predetermined absolute letter grade bands.

201. (C) 86th Amendment Act, 2002
Article 51A(k) was added to Part IVA of the Constitution of India by the 86th Constitutional Amendment Act in 2002. It establishes a fundamental duty for parents or guardians to provide educational opportunities to children aged six to fourteen years.

202. (A) Linguistic minority groups
Article 350A of the Constitution of India places a duty on local authorities and States to provide adequate facilities for mother tongue instruction at the primary educational stage specifically for children belonging to linguistic minority groups across regions.

203. (B) Yashpal Committee
The Yashpal Committee was constituted in 1992 to examine school curriculum load and academic stress. Its landmark 1993 report, Learning Without Burden, recommended reducing syllabus weight, promoting joyful learning, and shifting away from mechanical examination routines.

204. (B) 3 to 8 years
Under the National Education Policy 2020, the Foundational Stage covers children aged 3 to 8 years. It combines three years of early childhood care and education in Anganwadis or preschools with two years of primary schooling in Classes 1 and 2.

205. (A) I and II only
Under NEP 2020, the Middle Stage covers Classes 6 to 8 with vocational exposure. The Secondary Stage covers Classes 9 to 12. Board examinations are redesigned for competency assessment rather than completely abolished, confirming statements I and II are correct.

206. (B) Per-child state expenditure or actual fee charged, whichever is lower
Under Section 12(2) of the RTE Act 2009, private unaided schools providing free education to 25 percent admitted quota students are reimbursed by the State based on per-child expenditure incurred by the State or actual tuition fee charged, whichever is lower.

207. (C) No, because Section 15 prohibits denial of admission regardless of when sought.
Section 15 of the Right to Education Act 2009 explicitly mandates that a child shall be admitted to school at the beginning of the academic year or within prescribed extended periods. Crucially, no child shall be denied admission if seeking late entry.

208. (C) 45 hours
The Schedule under the Right to Education Act 2009 mandates a minimum of 45 working hours per week for a school teacher. This statutory requirement encompasses direct classroom teaching hours along with essential lesson preparation and evaluation time.

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psychological expectations. It involves rigorous empirical validation rather than checking surface spelling accuracy in item stems, making assertion A true and reason R false.

267. (B) 0.56
Discrimination Index D is calculated by subtracting correct lower group answers from upper group answers and dividing by group size. Subtracting 8 from 22 gives 14, which divided by 25 yields 0.56.

268. (B) Easy item
In item analysis, Difficulty Index P represents the proportion of correct responses. An item with a Difficulty Index P of 0.90 was answered correctly by 90 percent of examinees, classifying it as an easy item.

269. (B) Systematic Administrative Error
Granting extra time to candidates in Hall B introduces a Systematic Administrative Error. Because it systematically alters standard testing conditions for an entire group, it introduces consistent operational bias into test scores.

270. (B) 14
The arithmetic Mean is calculated by summing all score values and dividing by the aggregate number of items. Summing 6, 10, 14, 18, and 22 gives 70, which divided by 5 yields a Mean of 14.

271. (B) 15
For an even dataset, the Median is the average of the two central numbers. In the ordered set 5, 9, 13, 17, 21, and 25, averaging middle values 13 and 17 yields a Median of 15.

272. (B) 47.72%
In a theoretical Normal Probability Curve, the area bounded between the central Mean and plus two Standard Deviations encompasses approximately 47.72 percent of total distribution observations.

273. (B) $+2.0$
Standard z-score is calculated as raw score minus mean, divided by standard deviation. Subtracting 75 from 85 gives 10, which divided by 5 yields a z-score of plus 2.0.

274. (B) 70
Standard T-score is calculated using the formula T equals 50 plus 10 times z. Substituting a z-score of plus 2.0 gives 50 plus 20, resulting in an equivalent T-score of 70.

275. (A) $\rho = 1 - \frac{6\sum d^2}{N(N^2-1)}$
Spearman's Rank Correlation Coefficient formula is rho equals 1 minus 6 times the sum of squared rank differences d squared, divided by N times N squared minus 1, measuring ordinal variable association.

276. (B) Pre-fixed performance targets without percentage curves
Direct Absolute Grading assigns qualitative grades based on fixed, absolute performance standards and criteria established prior to the exam, evaluating achievement independently of peer group distributions or percentile curves.

277. (B) NCERT
PARAKH functions as an autonomous national assessment body established under the National Council of Educational Research and Training to set uniform assessment guidelines across recognized Indian school boards.

278. (B) Aligning assessment items with practical application and learning outcomes
Implementing Competency-Based Assessment requires aligning assessment items with practical application, core skills, and explicit learning outcomes, shifting classroom focus away from mechanical rote memorization toward real-world mastery.

279. (C) Section 29
Section 29 of the Right to Education Act 2009 lays down guidelines regarding elementary curriculum, evaluation procedures, all-round child development, mother tongue instruction, and comprehensive continuous assessment.

280. (B) Achieving universal foundational literacy and numeracy for primary children by 2026–27
The primary operational objective of NIPUN Bharat Mission is ensuring that every primary school child in India achieves universal foundational literacy and numeracy by the end of Grade 3 by 2026–27.

281. (C) Classes 3 to 5
Under the 5+3+3+4 structure of NEP 2020, the Preparatory Stage comprises Classes 3 to 5 for children aged 8 to 11 years, focusing on activity-based, interactive elementary instruction.

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equal numeric intervals, the middle rank value accurately identifies central position without relying on arithmetic averages.

223. (A) 12
The Mode is defined as the score value that appears with the highest frequency in a distribution. In the set 5, 8, 12, 12, 12, 15, 18, 20, 20, the number 12 appears three times, making it the Mode.

224. (D) I, II and III
In positively skewed curves, Mean exceeds Median and Mode. In negatively skewed curves, Mode exceeds Median and Mean. In symmetrical normal curves, all three measures coincide at the center, confirming all three statements.

225. (D) A is false but R is true
Percentile ranks are non-linear transformations because they alter relative distances between scores. In contrast, z-scores and T-scores maintain exact relative raw score spacing, forming linear transformations, making assertion A false and reason R true.

226. (A) Mean = 0 and Standard Deviation = 1
Standard z-score distribution is defined with an arithmetic Mean of 0 and a Standard Deviation of 1. It measures raw score distance from the mean in standard deviation units across normal probability distributions.

227. (B) -1.0
Standard z-score is calculated as raw score minus mean, divided by standard deviation. Subtracting 50 from 45 gives minus 5, which divided by 5 yields a z-score of minus 1.0, placing the score one standard deviation below the mean.

228. (C) 65
Standard T-score is calculated using the formula T equals 50 plus 10 times z. Substituting a z-score of plus 1.5 yields 50 plus 15, resulting in an equivalent T-score of 65.

229. (A) High negative linear relationship between viewing hours and test marks
A correlation coefficient of r equals minus 0.90 reflects a strong negative linear relationship between television viewing hours and test performance. It indicates that higher television viewing time corresponds to lower test marks.

230. (B) A national assessment centre for setting evaluation standards and norms
PARAKH is established under NEP 2020 as a national assessment center under NCERT. It formulates standard guidelines, evaluation norms, and assessment frameworks across all recognized school boards in India to promote competency-based education.

231. (A) Part III
Article 21A guarantees free and compulsory education as a Fundamental Right under Part III of the Constitution of India. Enacted via the 86th Constitutional Amendment Act, it makes elementary education legally enforceable.

232. (B) 42nd Amendment Act, 1976
The 42nd Constitutional Amendment Act of 1976 transferred education from the State List to the Concurrent List in the Seventh Schedule, enabling both Parliament and State Legislatures to enact educational legislation.

233. (C) Education and National Development Commission
The Education Commission (1964–66), chaired by Dr. D.S. Kothari, was officially titled the Education and National Development Commission. It examined all educational sectors to build a comprehensive national educational system.

234. (B) Providing high-quality education to talented rural children
The National Policy on Education 1986 established Navodaya Vidyalayas to offer pace-setting, high-quality residential education to talented children, primarily from rural areas, regardless of socio-economic background.

235. (D) I, II and III
Under NEP 2020, the Secondary Stage spans 4 years (Classes 9 to 12) for ages 14 to 18, offering multidisciplinary study and flexible subject choices across traditional stream boundaries, confirming all three statements.

236. (B) 10%
Under the Right to Education Act 2009, specified schools must ensure that vacant teacher posts do not exceed 10 percent of the total sanctioned teacher strength, maintaining adequate staffing levels for effective instruction.

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specific learning gaps, skill deficiencies, and conceptual misconceptions to guide effective targeted remedial instruction.

298. (A) Standardized scoring rubrics with explicit criteria
Implementing standardized scoring rubrics with explicit criteria minimizes subjective evaluator variation, ensures consistent grading standards, and improves Inter-Rater Reliability across different teachers scoring identical subjective essay responses.

299. (B) 68.26%
Scores between 40 and 60 fall within minus one and plus one standard deviation around a Mean of 50 with SD 10. In a normal distribution, this range contains 68.26 percent of cases.

300. (A) Cumulative Record Card (CRC)
A Cumulative Record Card maintains a continuous, comprehensive history of a child's developmental growth, academic progress, physical health, interests, and co-scholastic accomplishments throughout their entire school career.

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252. (B) 130
Raw score corresponding to a z-score is calculated as mean plus z times standard deviation. For mean 100, standard deviation 15, and z equal to plus 2.0, adding 30 to 100 gives 130.

253. (D) I, II and III
In a standard normal distribution, plus or minus 1 sigma covers 68.26 percent, plus or minus 2 sigma covers 95.44 percent, and plus or minus 3 sigma covers 99.74 percent, confirming all three statements.

254. (A) Both A and R are true and R is the correct explanation of A
Standard T-scores eliminate negative numbers and decimals associated with z-scores below the mean. Because T-score scales are anchored with a Mean of 50 and Standard Deviation of 10, all transformed scores remain positive values.

255. (C) Biserial Correlation
Biserial Correlation measures relationship between two continuous variables where one variable has been artificially dichotomized, such as imposing a pass-fail cut-off onto an underlying continuous test score distribution.

256. (B) Performance distribution of the student's peer group
Relative Grading evaluates a student's performance relative to the performance distribution of their peer cohort, assigning grades based on relative class rank or standard deviation positions along a normal bell curve.

257. (A) Child Rights Commissions (NCPCR/DCPCR)
The National Commission for Protection of Child Rights and State Commissions are statutory bodies mandated under Section 31 of the RTE Act 2009 to monitor child rights entitlements and enforce legal compliance.

258. (B) Five domains of physical, mental, intellectual, emotional, and spiritual development
Panchakosha Vikas in NCFFS 2022 is derived from Indian tradition, representing five developmental domains: physical (Annamaya), vitality (Pranamaya), emotional (Manomaya), intellectual (Vijnanamaya), and joyful awareness (Anandamaya) for early childhood growth.

259. (B) The child is given re-examination within two months with remedial help
Under Section 16 of the RTE Act as amended in 2019, a child failing Class 5 or 8 exams is provided remedial instruction and granted a re-examination within two months before any detention decision.

260. (B) Purchase of teaching-learning materials, lab consumables, and sanitation needs
Under Samagra Shiksha guidelines, Composite School Grants are designated for annual operational needs, including purchasing teaching-learning materials, laboratory consumables, maintaining school sanitation, and upgrading classroom learning infrastructure.

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261. (B) Test Reliability
Test Reliability refers to the consistency, stability, and repeatability of assessment scores across time or administrations when tested under identical conditions with the same group of examinees.

262. (B) 0.67
Applying the Spearman-Brown prophecy formula R equals two times r divided by one plus r, with a halved reliability r of 0.50, gives two times 0.50 divided by 1.50, yielding 0.67 for total test reliability.

263. (D) I, II and III
Measurement assigns rule-based numerical values, evaluation attaches qualitative value judgments to measured traits, and assessment collects continuous evidence of student learning, confirming all three descriptions.

264. (B) Ordinal
The Ordinal Scale ranks attributes, performance, or positions in sequential order of magnitude. However, it lacks equal numeric interval spacing between consecutive points along the measurement scale.

265. (B) Holistic Progress Card (HPC)
Under NEP 2020, the Holistic Progress Card serves as a 360-degree multidimensional evaluation tool integrating self, peer, and teacher assessments to report cognitive, affective, and psychomotor developmental growth.

266. (C) A is true but R is false
Construct Validity is established when test scores correlate significantly with theoretical

237. (B) 5 teachers and 1 headteacher
Under the RTE Act Schedule, a primary school with enrolment between 121 and 200 requires 5 full-time teachers. Once total enrolment exceeds 150 students, a full-time headteacher is additionally mandated.

238. (B) 6 to 14 years
The Right of Children to Free and Compulsory Education Act 2009 guarantees free and compulsory elementary education to all children in the age group of 6 to 14 years across India.

239. (A) Both A and R are true and R is the correct explanation of A
Test validity is context-dependent and concept-specific. A instrument valid for evaluating algebra achievement in Class 10 is not valid for measuring English vocabulary, as validity applies to specific inferences made from scores.

240. (B) Memory and practice carry-over effects of repeating identical items
Parallel-Forms Reliability eliminates memory and practice carry-over effects inherent in test-retest methods by administering two distinct, equivalent forms with different items measuring the same learning construct.

241. (C) Interval Scale
The Interval Scale features equal measurement intervals between points but lacks an absolute, non-arbitrary zero point. Zero represents an arbitrary point on the scale rather than the complete absence of the measured attribute.

242. (B) Ordinal
Rank order of candidates in a merit list represents an Ordinal Scale. It establishes relative position and order of performance without indicating equal quantitative differences between adjacent rank placements.

243. (A) Objective factual description of a specific event with context and date
An Anecdotal Record should record an objective, factual description of a significant student event, capturing specific behaviors, contextual details, and date without subjective bias or premature interpretation.

244. (A) I, II and IV only
Sociometry maps informal social choices, represents relationships visually in sociograms, and identifies isolated students. It evaluates social dynamics rather than quantitative mathematics problem-solving speed, confirming statements I, II, and IV.

245. (A) 0.20
Difficulty Index P represents the proportion of examinees answering an item correctly. An item answered correctly by 20 percent of test-takers has a Difficulty Index P equal to 0.20.

246. (B) 0.50
Discrimination Index D is calculated by subtracting correct lower group answers from upper group answers and dividing by sample size per group. Subtracting 10 from 25 gives 15, which divided by 30 yields 0.50.

247. (B) Replace option C with a distractor that attracts low performers
If a distractor option is selected by zero examinees, it fails to function effectively. Test developers should replace it with a plausible alternative that attracts low-performing students while remaining unselected by high performers.

248. (B) 3.0
Using the formula SEM equals standard deviation multiplied by the square root of 1 minus reliability, substituting s equal to 10 and reliability 0.91 gives 10 times square root of 0.09. This equals 10 times 0.3, yielding 3.0.

249. (B) Formative Assessment
Formative Assessment is conducted continuously throughout the instructional process. It provides ongoing diagnostic feedback to guide teaching adjustments, clarify student misconceptions, and enhance learning efficacy in real time.

250. (C) Self, peer, and teacher assessments (360-degree feedback)
Under NEP 2020, the Holistic Progress Card incorporates 360-degree multidimensional feedback, combining self-assessment, peer evaluation, and teacher reports to reflect cognitive, affective, and psychomotor developmental growth.

251. (B) 16.5
For an even number of ordered scores, the Median is the average of the two middle values. For the set 8, 12, 15, 18, 22, and 25, averaging the middle scores 15 and 18 yields 16.5.

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282. (C) Kothari Commission (1964–66)
The Kothari Commission (1964–66) recommended the Three-Language Formula in school education to promote national integration, language development, and multilingual proficiency across all Indian educational state systems.

283. (A) I and II only
Reliability is a necessary condition for validity, and high validity implies reliability. However, a test with zero reliability lacks consistency, making it impossible to possess validity, confirming statements I and II.

284. (A) Both A and R are true and R is the correct explanation of A
Standard Deviation measures the absolute dispersion of test scores around the arithmetic Mean. Because it is calculated as the square root of Variance, it expresses score dispersion in original raw units.

285. (A) Rating Scale
A Rating Scale measures implicit feelings, attitudes, preferences, or behavioral intensity along a qualitative or numerical continuum, offering structured quantitative measurement of affective attributes in educational appraisal.

286. (A) Negatively Skewed distribution
When 90 percent of test items have high Difficulty Indices between 0.85 and 0.98, the test is very easy. Most students score high, producing a Negatively Skewed distribution tailing toward low marks.

287. (B) An equal number of examinees in the upper and lower groups answered the item correctly
A Discrimination Index D of 0.00 indicates that an equal number of examinees in the upper and lower performance groups answered the item correctly, demonstrating zero discriminating power.

288. (A) $r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$
Pearson Product-Moment Correlation using deviation scores is calculated as sum of x times y, divided by the square root of sum of x squared times sum of y squared.

289. (B) 69
Range is calculated by subtracting the lowest score from the highest score. In the set 12, 19, 25, 38, 42, 57, and 81, subtracting 12 from 81 yields a Range of 69.

290. (A) 0.00
A raw score equal to the arithmetic Mean of a normal distribution lies zero standard deviations away from the mean, resulting in a standard z-score of exactly 0.00.

291. (A) 30
Standard T-score is calculated as T equals 50 plus 10 times z. Substituting z equal to minus 2.0 gives 50 plus minus 20, resulting in an equivalent T-score of 30.

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292. (C) 49.87%
In a theoretical Normal Probability Curve, the area bounded between the arithmetic Mean and plus three Standard Deviations encompasses approximately 49.87 percent of the total distribution cases.

293. (D) I, II and III
Formative assessments monitor learning, summative assessments evaluate benchmark outcomes, and diagnostic assessments identify specific remedial learning needs, confirming that all three statements are correct.

294. (A) Both A and R are true and R is the correct explanation of A
The RTE Act 2009 makes free and compulsory education a legal entitlement for children aged 6 to 14 because Article 21A was added to Part III of the Constitution via the 86th Amendment.

295. (B) Introduction of subject concepts, abstract thinking, and experiential learning
Under NCF-SE 2023, the Middle Stage pedagogical structure emphasizes introducing subject concepts, abstract thinking, experiential learning, and cross-disciplinary exploration across sciences, mathematics, social studies, and humanities.

296. (C) Private tuition activities
Section 28 of the Right to Education Act 2009 explicitly prohibits school teachers from engaging in private tuition or private teaching activities to prevent commercial conflicts of interest.

297. (B) Pinpointing learning gaps to design targeted remedial intervention
The primary operational role of a Diagnostic Test in school administration is pinpointing

it documents ongoing learning progress and metacognitive growth.

183. (B) Table of Specifications / Blueprint
A Table of Specifications, or Test Blueprint, is a systematic planning grid that guides test assembly. It aligns content topics with cognitive levels, specifying item distribution and weighting to ensure balanced content validity across the assessment instrument.

184. (B) 0.00
The Discrimination Index D measures an item's ability to differentiate performance levels. When all examinees in both the upper and lower groups answer an item correctly, correct responses in both groups are equal, resulting in a Discrimination Index of exactly 0.00.

185. (A) 50% of examinees answered the item correctly
An item Difficulty Index P of 0.50 means that exactly 50 percent of total examinees answered the test question correctly. In norm-referenced testing, an index of 0.50 represents optimal item difficulty for maximizing score variance.

186. (A) Award full credit to candidates selecting option A or C
When an objective test item contains two valid correct options due to drafting errors, fair scoring practice dictates awarding full credit to any candidate who selected either correct option, maintaining evaluation equity without penalizing students for key ambiguities.

187. (B) It provides ongoing feedback during learning to adjust instruction
Formative assessment is most effective when integrated continuously into classroom instruction. By providing ongoing, actionable feedback to teachers and students during the learning process, it helps adjust pedagogical strategies, address misconceptions, and enhance student engagement in real time.

188. (B) Self-Assessment
Self-Assessment involves students evaluating their own learning progress, performance, and work samples against explicit criteria or rubrics. This practice fosters metacognitive awareness, self-directed learning skills, and reflective thinking, empowering students to monitor and improve their academic growth.

189. (B) Non-existent / Undefined
In a completely flat or rectangular frequency distribution where every score value occurs with equal frequency, no single score appears more frequently than others. Consequently, the distribution lacks a peak, rendering the Mode non-existent or undefined in statistical terms.

190. (B) 25
The arithmetic Mean is calculated by summing all individual values and dividing by the total number of items. Summing 15, 20, 25, 30, and 35 yields 125. Dividing 125 by 5 values gives a Mean of 25 for this dataset.

191. (D) I, II and III
The sum of algebraic deviations from the arithmetic Mean equals zero. The Mean is sensitive to extreme outlier scores, whereas the Median remains unaffected by extreme values, confirming that all three statistical statements are accurate.

192. (A) Both A and R are true and R is the correct explanation of A
Standard Deviation is preferred over Range in scientific research because it incorporates every score value in a dataset, calculating average squared deviations from the Mean. In contrast, Range relies solely on extreme values, making it unstable and sensitive to outliers.

193. (B) 95.44%
In a standard Normal Probability Curve, the area bounded between minus two Standard Deviations and plus two Standard Deviations around the central Mean encompasses approximately 95.44 percent of total observations, representing a core statistical property of normal curves.

194. (A) 1.00 (or 100%)
In standard probability theory and statistics, the total area under a Normal Probability Curve represents the aggregate probability of all outcomes, which equals exactly 1.00, or 100 percent of the total distribution cases.

195. (B) Median of the distribution
A student scoring at the 50th percentile has performed equal to or better than 50 percent of examinees in the norm group. In any distribution, the 50th percentile corresponds directly to the Median, dividing scores into two equal halves.

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CHAPTER 06

Types of Tests

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1. In educational measurement, how is an educational test primarily defined in operational terms?
(A) An informal tool for gathering subjective impressions of student behavior and deportment in school
(B) A systematic procedure for measuring a sample of student behavior under standardized conditions
(C) An administrative mechanism designed exclusively for grading, ranking, and promoting students
(D) A qualitative narrative document summarizing student classroom participation over an academic term

2. Which of the following represents the primary objective of educational testing in an institutional setup?
(A) Obtaining reliable evidence to make sound educational decisions
(B) Ranking regional academic institutions for annual excellence awards
(C) Punishing low-performing students through direct academic probation
(D) Standardizing classroom teaching styles across district schools

3. Educational testing serves multiple functional purposes. Which of the following is considered a direct administrative function of educational tests?
(A) Facilitating continuous student self-reflection on personal learning preferences
(B) Identifying underlying psychological conflicts in adolescent learners
(C) Classifying, placing, and selecting candidates for specific academic programs
(D) Determining the socio-economic status and financial background of families

4. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Educational tests must measure a representative sample of student behavior rather than the entire universe of content.
Reason (R): Testing every single concept taught in an academic year is pragmatically unfeasible due to time and resource constraints.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

5. In the context of school management, how does educational testing support curriculum evaluation?
(A) By replacing internal curriculum designers with external private testing agencies
(B) By reducing the need for continuous professional development programs for teachers
(C) By providing empirical data on whether educational objectives are attained by students
(D) By automatically adjusting financial budgets allocated to academic subject departments

6. Which measurement concept distinguishes an educational test from mere informal observation?
(A) Arbitrary use of unstandardized classroom grading keys
(B) Systematic design, standardized administration, and explicit scoring rules
(C) Mandatory administration by external education board agency officials
(D) Requirement of high statistical correlation with general intelligence scores

7. Which of the following is NOT a primary purpose of educational testing in secondary schools?
(A) Diagnosing student learning difficulties
(B) Assessing student masteries of subject matter
(C) Predicting potential success in future educational or vocational paths
(D) Determining the personal political affiliation of academic staff

single global composite score.
(B) Survey tests aim at general classification; diagnostic tests aim at pin-pointing underlying learning difficulties.
(C) Diagnostic tests are administered only at the national board level; survey tests are used only by classroom teachers.
(D) Survey tests require no blueprints, whereas diagnostic tests rely entirely on psychological norms.

24. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Diagnostic achievement tests deliberately include multiple items targeting the same micro-concept or skill.
Reason (R): High sampling density per micro-concept is necessary to establish a consistent pattern of student error rather than a random mistake.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

25. Which of the following best describes the outcome measure provided by a survey test versus a diagnostic test?
(A) Survey test: Diagnostic error profile; Diagnostic test: Percentile rank standing
(B) Survey test: General achievement rank; Diagnostic test: Detailed weakness breakdown
(C) Survey test: Standard deviation score; Diagnostic test: Overall intelligence quotient
(D) Survey test: Grade equivalent score; Diagnostic test: Standardized deviation Z-score

26. Which statement accurately reflects an incorrect pairing of test type and application?
(A) Survey test — Assessing overall Class X Mathematics achievement across a district
(B) Diagnostic test — Pinpointing phonological decoding difficulties in a reader
(C) Survey test — Formulating a remedial teaching module for a single error pattern
(D) Diagnostic test — Mapping micro-skill mastery in multi-digit decimal division

27. Why do survey achievement tests typically have higher reliability coefficients for general scoring than individual sub-sections of diagnostic tests?
(A) Survey tests sample broad total scores across longer test papers, whereas diagnostic sub-tests contain fewer total items per skill.
(B) Survey tests rely exclusively on subjective essay-type questions evaluated by multiple independent markers using standardized rubrics.
(C) Diagnostic tests are consistently administered without standardized oral or written directions across participating school centers.
(D) Survey tests completely eliminate all distractor options in multiple choice items, reducing random guessing variance significantly.

28. Consider the following statements regarding aptitude tests:
I. They are designed to measure potential capacity to acquire specific skills or knowledge given adequate training.
II. They measure the cumulative influence of formal and informal learning experiences over time.
III. They are primarily used to predict future performance in specialized fields or occupations.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

29. How is an aptitude test fundamentally defined in psychological measurement?
(A) An instrument measuring current subject-matter mastery resulting from a specific course of study
(B) A combination of abilities indicating capacity to acquire specific knowledge or skills with training
(C) A subjective rating scale used by teachers to evaluate student participation in co-curricular tasks
(D) A speeded assessment evaluating short-term memory performance under conditions of acute stress

30. Which of the following is the PRIMARY purpose of using an aptitude test in educational administration?

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15. In a school setting, achievement tests are most appropriately used for which of the following administrative decisions?
(A) Certifying mastery, assigning course grades, and awarding completion certificates
(B) Determining physical fitness levels for inter-school athletic sports events
(C) Diagnosing organic sensory impairments in special educational needs students
(D) Evaluating the financial solvency of the school managing executive committee

16. Consider the following scenario:
A school principal reviews the term-end test results of Class IX and observes that while students scored high in factual recall items, they performed poorly on items requiring evaluation and critical analysis. The test was aligned with prescribed learning objectives.
Which operational decision should the Principal take to address this specific finding?
(A) Replace the subject teachers immediately for professional misconduct and poor instruction
(B) Direct teachers to revise instructional strategies and rebalance future test blueprints
(C) Cancel all future internal achievement tests and rely solely on unstructured oral interviews
(D) Reduce pass percentage requirements to ensure better student academic results on paper

17. How do achievement tests contribute to student motivation?
(A) By creating high test anxiety through unpredictable classroom grading policies
(B) By providing clear knowledge of results, enabling students to recognize gains
(C) By penalizing incorrect responses with cumulative monetary fines on report cards
(D) By completely eliminating the necessity for self-directed home study routines

18. Achievement tests are categorized into survey tests and diagnostic tests based primarily on:
(A) Obtaining reliable evidence to make informed educational and administrative decisions
(B) Their structural breadth, level of detail, and specific analytical purpose
(C) The time of day at which the examination is conducted
(D) Whether they are evaluated by internal or external examiners

19. What is the main structural difference between a survey achievement test and a diagnostic achievement test?
(A) Survey tests cover broad content with few items per skill; diagnostic tests cover narrow content with many items per skill.
(B) Survey tests are always non-verbal performance tests, whereas diagnostic tests are exclusively structured oral assessments.
(C) Survey tests measure underlying personality traits, whereas diagnostic tests measure specific mathematical learning aptitude.
(D) Survey tests have no fixed administrative time limits, whereas diagnostic tests are strictly speeded examination papers.

20. A survey achievement test is BEST utilized when an administrator wants to:
(A) Identify specific cognitive error patterns in multi-digit subtraction operations
(B) Assess overall academic standing and general achievement levels of a student group
(C) Plan individualized clinical remediation modules for identified dyslexic learners
(D) Determine the underlying emotional and psychological cause of school absenteeism

21. Which type of achievement test provides highly detailed, item-by-item information regarding specific learning gaps and misconceptions?
(A) Standardized survey achievement test
(B) Structured diagnostic achievement test
(C) Standardized prognostic aptitude test
(D) Standardized cognitive speed test

22. In comparative evaluation, why is a survey achievement test unsuitable for precise learning remediation?
(A) It contains an excessive number of questions evaluating a single micro-concept.
(B) It samples few items per objective, making individual error patterns hard to isolate.
(C) It completely lacks statistical reliability and construct validity in measurement.
(D) It is designed exclusively for intelligence testing rather than academic evaluation.

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23. Identify the correct statement regarding survey vs diagnostic achievement tests:
(A) Survey tests yield sub-scores detailing specific skill deficits; diagnostic tests yield a

(A) A test given at term-end to assign final marks, ranks, and certificates
(B) A test designed to identify specific learning difficulties and conceptual gaps
(C) A competitive exam used to award merit scholarships to top-ranking students
(D) A standardized survey test used to evaluate school physical infrastructure

56. Consider the following scenario:
During an academic review, a Middle School Principal finds that 40% of Class VII students consistently fail multi-step algebra problems. The standard topic achievement test results only show total low marks without clarifying why errors occur.
What step should the Principal initiate next?
(A) Suspend the low-performing students from school classes immediately
(B) Direct the department to construct and administer a Diagnostic Test
(C) Order subject teachers to lower passing mark thresholds on term papers
(D) Replace the algebra syllabus with basic arithmetic topics permanently

57. Which feature distinguishes a diagnostic test from a summative achievement test?
(A) Diagnostic tests cover a vast course syllabus in a high-speed exam format.
(B) Diagnostic tests focus intensely on specific sub-skills and micro-steps.
(C) Diagnostic tests assign letter grades for permanent school report cards.
(D) Diagnostic tests do not allow teacher scoring or qualitative feedback.

58. Diagnostic tests are primarily administered at which stage of the instructional cycle?
(A) Exclusively at the end of the academic year during final examinations
(B) During or following instruction whenever learning hurdles are identified
(C) Prior to student admission in primary school as an entry screening tool
(D) Only during recruitment and selection of teaching staff candidates

59. What type of results does a diagnostic test primarily yield?
(A) Percentile ranks comparing the individual student with national norms
(B) Detailed profiles highlighting specific mastery and non-mastery of skills
(C) Standardized T-scores used exclusively for university entrance decisions
(D) An overall pass or fail percentage grade on terminal progress reports

60. The primary purpose of identifying persistent learning errors through diagnostic testing is to:
(A) Formulate targeted remedial teaching strategies and corrective interventions
(B) Detain low-performing students in the same class grade level indefinitely
(C) Issue formal administrative warnings to school non-teaching staff members
(D) Rank subject teachers according to overall class pass percentage results

61. Identify the INCORRECT statement regarding diagnostic testing:
(A) Diagnostic tests help pinpoint the exact nature and location of learning difficulties.
(B) Diagnostic tests are designed to rank order students from highest to lowest score.
(C) Items in a diagnostic test are based on detailed task analysis of learning concepts.
(D) Results of diagnostic tests guide remedial instruction.

62. Diagnostic assessment in reading typically evaluates which of the following micro-skills?
(A) Gross motor physical coordination and fine motor handwriting dexterity
(B) Phonemic awareness, decoding skills, reading fluency, and vocabulary
(C) Historical knowledge of classical English literature authors and poets
(D) Speed and legibility of handwriting in extended essay answer formats

63. Which assessment tool is functionally closest in objective to a medical diagnostic tool?
(A) Educational Diagnostic Test
(B) Terminal Annual Examination
(C) National Achievement Survey (NAS)
(D) Standardized Scholastic Aptitude Test

64. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Diagnostic achievement tests deliberately include multiple items targeting the same micro-concept or skill.
Reason (R): High sampling density per micro-concept is necessary to establish a consistent pattern of student error rather than a random

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(A) Assigning course grades for terminal academic report cards
(B) Selection, placement, and counseling based on predicted success
(C) Determining whether a classroom teacher completed the syllabus
(D) Evaluating the nutritional status of free school lunch programs

31. Which of the following test batteries is a classic example of a multi-factor aptitude test used in educational and vocational counseling?
(A) Differential Aptitude Tests (DAT)
(B) Binet-Simon Intelligence Scale
(C) Minnesota Multiphasic Personality Inventory (MMPI)
(D) Thematic Apperception Test (TAT)

32. Which of the following features are characteristic of standardized aptitude tests?
I. Predictive validity established through longitudinal research studies.
II. Standardized administration and scoring procedures.
III. Direct alignment with a specific school's weekly classroom lessons.
IV. Content designed to measure broad, underlying cognitive or psychomotor abilities.
Select the correct answer using the code given below:
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

33. Specialized aptitude tests differ from general aptitude tests in that specialized aptitude tests:
(A) Measure global intellectual functioning without using differentiated sub-tests
(B) Focus on specific, narrow domains like mechanical, musical, or clerical abilities
(C) Do not require formal standardization or representative population norm tables
(D) Are exclusively composed of essay-based qualitative observational evaluations

34. In evaluating an aptitude test for student placement, which type of validity evidence is MOST critical?
(A) Face validity
(B) Predictive criterion-related validity
(C) Content validity based on prescribed instructional content
(D) Split-half reliability coefficient

35. What does a high score on a Scholastic Aptitude Test (SAT) primarily indicate regarding a candidate?
(A) The candidate has memorized every course concept covered in senior secondary school.
(B) The candidate possesses high probability of academic success in higher education.
(C) The candidate requires immediate remedial instruction in basic foundational literacy.
(D) The candidate has completed formal teacher training credentials and certification.

36. Consider the following scenario:
A Principal of a senior secondary school wants to guide Class X students in choosing between Science, Commerce, and Humanities streams for Class XI. What testing approach should the school adopt?
(A) Administer a single terminal achievement examination in English grammar and composition
(B) Select streams randomly based on student roll numbers to ensure equal class distribution
(C) Administer an Aptitude Test Battery alongside interest inventories and academic records
(D) Base stream selection entirely on physical endurance performance tests in sports field

37. What is the fundamental difference in focus between an achievement test and an aptitude test?
(A) Achievement tests look backward at past learning; aptitude tests look forward to future potential.
(B) Achievement tests measure innate traits; aptitude tests measure acquired curriculum knowledge.
(C) Achievement tests serve personality profiling; aptitude tests serve medical clinical mental diagnosis.
(D) Achievement tests are always standardized; aptitude tests are strictly teacher-made informal scales.

38. Why do achievement and aptitude test items sometimes overlap in practical test construction?
(A) Both test types are constructed using identical objective item banks without operational distinction.
(B) Past learning (achievement) serves as an empirical predictor of future learning

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capacity (aptitude).
(C) Aptitude tests do not require complex cognitive processing skills during candidate response tasks.
(D) Achievement tests measure genetic predispositions rather than acquired classroom knowledge content.

39. Which of the following parameters represents a primary distinguishing operational factor between achievement and aptitude tests?
(A) The structural formatting of multiple choice questions
(B) The primary intended use and interpretation of test results
(C) The technological medium of test administration (paper/computer)
(D) The total number of distractor options included per question

40. An achievement test is directly bound to _____; whereas an aptitude test measures _____:
(A) Genetic inheritance factors; specific local instructional objectives
(B) Specific instructional curriculum; broader cumulative learning experiences
(C) Subjective essay writing skills; objective psychomotor task performance
(D) Classroom discipline standards; parental socio-economic status metrics

41. Identify the INCORRECT statement regarding achievement vs aptitude tests:
(A) Achievement test scores can be directly modified by brief target instructional interventions.
(B) Aptitude test scores represent relatively stable cognitive traits developed over long periods.
(C) High score in an achievement test guarantees high scores in all general aptitude domain tests.
(D) Aptitude tests are heavily validated against future performance criteria in specialized fields.

42. Which pair correctly contrasts an Achievement Test with an Aptitude Test?
(A) Achievement: Class IX Final Mathematics Exam; Aptitude: Mechanical Reasoning Test
(B) Achievement: Scholastic Assessment Test; Aptitude: Classroom Unit Test in Physics
(C) Achievement: General Intelligence Scale; Aptitude: Term-end History Examination
(D) Achievement: Rorschach Inkblot Scale; Aptitude: Diagnostic Reading Skills Checklist

43. If a student performs exceptionally high on a Mathematics Aptitude Test but receives failing grades on classroom Mathematics Achievement Tests, what is the most logical interpretation for a Principal?
(A) The mathematics aptitude test instrument is completely invalid for school assessment.
(B) The student has potential in math but may suffer from low motivation or poor study habits.
(C) The student must be transferred immediately to a facility for severe cognitive impairment.
(D) Mathematics achievement tests evaluate verbal memory capacity rather than math skills.

44. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The distinction between achievement and aptitude tests lies more in their purpose and use than in their actual item content.
Reason (R): Items on both tests assess knowledge and skills acquired through interaction with the environment, but aptitude tests use this data to forecast future performance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

45. In terms of test design, controlled exposure to specific educational content is a required prerequisite for:
(A) General Aptitude Tests
(B) Achievement Tests
(C) Culture-fair Intelligence Tests
(D) Projective Personality Tests

46. What is the basic concept underlying general intelligence tests in classical psychometrics?
(A) Measuring specific factual memory recall in elementary science school subjects
(B) Rating physical body coordination and artistic creative drawing skills of students
(C) Assessing global capacity to think rationally,

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act purposefully, and deal effectively
(D) Evaluating current political awareness and social manners in classroom setups

47. Where do general intelligence tests overlap functionally with scholastic aptitude tests?
(A) Both assess cognitive processes like abstract reasoning required for learning.
(B) Both are designed exclusively by subject teachers for weekly classroom grading.
(C) Both evaluate specific vocational job skills like typing speed and shorthand writing.
(D) Neither requires standardized administration rules or objective scoring keys.

48. Consider the following statements regarding intelligence tests and aptitude tests:
I. Intelligence tests measure overall global mental ability (G-factor).
II. Aptitude tests focus on specific domains or specific combinations of abilities (e.g., spatial, numerical).
III. Both types of tests rely heavily on underlying cognitive processing capabilities.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

49. Intelligence tests that minimize language and cultural bias rely primarily on:
(A) Extended essay writing tasks requiring complex literary analysis
(B) Non-verbal abstract patterns and spatial reasoning test items
(C) Recitation of historical dates and significant national figures
(D) Dictation of complex vocabulary words in foreign languages

50. The Intelligence Quotient (IQ) as originally computed by Stern and Terman is defined by which formula?
(A) (Chronological Age / Mental Age) × 100
(B) (Mental Age / Chronological Age) × 100
(C) (Educational Age / Mental Age) × 100
(D) (Mental Age + Chronological Age) / 2

51. What distinction did Raymond Cattell draw between 'Fluid Intelligence' and 'Crystallized Intelligence'?
(A) Fluid intelligence is heavily culturally dependent; crystallized intelligence is strictly innate.
(B) Fluid intelligence rapidly decreases with age; crystallized intelligence is fixed permanently at birth.
(C) Fluid intelligence involves raw problem-solving; crystallized intelligence reflects acquired knowledge.
(D) Fluid intelligence applies only to mathematics; crystallized intelligence applies only to athletics.

52. Which of the following statements regarding group intelligence tests are correct?
I. They can be administered to large numbers of individuals simultaneously by a single examiner.
II. They are generally more economical in terms of time and expense than individual tests.
III. They allow deep qualitative observation of individual test-taking anxiety and rapport building.
IV. They rely predominantly on paper-and-pencil or computerized multiple-choice formats.
Select the correct answer using the code given below:
(A) I, II and IV only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

53. Which of the following is an example of a famous non-verbal, culture-reduced test of general intelligence?
(A) Stanford-Binet Intelligence Scale (Verbal subscales)
(B) Raven's Progressive Matrices
(C) Comprehensive English Aptitude Battery
(D) Differential Aptitude Test — Verbal Reasoning

54. In educational decision-making, an IQ test score should NEVER be used in isolation because:
(A) IQ test instruments completely lack statistical reliability and validity.
(B) An IQ score does not capture all dimensions of adaptive behavior and success.
(C) IQ test scores fluctuate radically on a daily basis depending on mood.
(D) Intelligence tests are strictly prohibited under national education policies.

55. What is the fundamental definition and purpose of a diagnostic test in education?

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(D) I, II, III and IV

73. How do results from a diagnostic test directly inform remedial teaching?
(A) By recommending immediate suspension of low-scoring students from school
(B) By pinpointing precise learning deficits so targeted instruction can occur
(C) By requiring the entire class to re-read the instructional material from the beginning onward
(D) By converting raw scores into national percentile ranks for college admission

74. Remedial teaching following diagnostic testing is LEAST effective when:
(A) It provides individualized learning materials addressing specific student errors.
(B) It re-teaches content using the same instructional method that caused failure.
(C) It incorporates continuous feedback and formative student progress tracking.
(D) It addresses prerequisite skill gaps prior to introducing advanced content.

75. In the diagnostic-remedial cycle, what step follows immediately after administering a diagnostic test and analyzing student errors?
(A) Awarding final term grades on report cards
(B) Delivering targeted remedial instructional modules
(C) Conducting the annual sports meet on campus
(D) Selecting students for competitive merit grants

76. Consider the following scenario:
A diagnostic test in English grammar reveals that 65% of Class VI students fail subject-verb agreement questions specifically when plural nouns intervene between a singular subject and the verb.
How should the Head of School direct the English teacher to structure the remedial phase?
(A) Tell students to memorize verb definitions without applying context
(B) Conduct target practice addressing intervening prepositions and verbs
(C) Double the length of weekly spelling tests administered to Class VI
(D) Ignore the finding and proceed directly to complex sentence forms

77. Effective remedial instruction based on diagnostic data must be characterized by:
(A) Universal mass lecturing delivered without instructional differentiation
(B) Diagnostic-guided, differentiated, and structured learning tasks
(C) Increased home assignments linked with severe academic grade penalties
(D) Exclusive reliance on student self-study without teacher guidance

78. What role does re-testing play in the diagnostic-remedial teaching cycle?
(A) Re-testing is prohibited under national educational guidelines.
(B) Re-testing assesses remedial effectiveness and closes learning gaps.
(C) Re-testing serves to assign extra disciplinary penalty mark penalties.
(D) Re-testing is done only to calculate standard deviation in research.

79. In remedial teaching, 'error analysis' derived from diagnostic tests allows teachers to:
(A) Categorize errors into systematic cognitive errors versus random slip-ups
(B) Rank students publicly on class notice boards according to score ranks
(C) Deduct financial salary allowances from teaching department personnel
(D) Substitute oral tests for written examinations permanently across classes

80. A well-designed remedial teaching program based on diagnostic evaluation aims to:
(A) Equalize genetic intelligence capacity across all enrolled students
(B) Bring struggling students up to expected standards of achievement
(C) Eliminate all summative examinations from the school academic calendar
(D) Increase classroom teacher workload without clear pedagogical purpose

81. Which sequential order correctly depicts the Diagnostic-Remedial Cycle in classroom administration?
(A) Remedial Teaching → Diagnostic Testing → Identification of Difficulty → Re-evaluating
(B) Identification of Difficulty → Constructing & Administering Diagnostic Test → Error Analysis → Targeted Remedial Teaching → Re-assessment
(C) Re-assessment → Targeted Remedial

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mistake.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

65. What is the FIRST step in constructing a diagnostic test in a subject area?
(A) Writing multiple-choice test questions with four option distractors
(B) Identifying learning difficulty areas and performing task analysis
(C) Computing standard deviation norms for the preliminary test draft
(D) Administering test drafts to a representative national student sample

66. In diagnostic test construction, why are distractors or incorrect response patterns systematically designed?
(A) To trick students into failing the classroom examination paper
(B) To reflect common misconceptions and procedural learning errors
(C) To make objective test items look visually appealing to readers
(D) To ensure that no examinee can score full marks on the assessment

67. Which item difficulty level is generally preferred when selecting items for a diagnostic test?
(A) Extremely difficult items that only the top 5% of examinees can solve
(B) Items of varied difficulty targeted at identifying specific error types
(C) Exclusively easy test items with 100% pass rates across all student groups
(D) High discrimination items separating high achievers from low achievers

68. Consider the following principles in constructing a diagnostic test:
I. Every sub-skill must be represented by multiple items to ensure reliable error diagnosis.
II. Items must be organized sequentially based on hierarchical learning steps.
III. Time limits must be very rigid and strict to measure processing speed.
Which of the principles given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

69. Diagnostic test items are typically constructed with an emphasis on:
(A) Rapid processing speed and quick reaction times on speeded tests
(B) Qualitative diagnosis of error types rather than total score totals
(C) Broad coverage of four years of curriculum in a single question paper
(D) Literary elegance and complex vocabulary in test direction prompts

70. Why is task analysis crucial in diagnostic test construction?
(A) It reduces paper printing costs for school administration.
(B) It breaks down complex objectives into component sub-skills.
(C) It ensures the test aligns with national intelligence scales.
(D) It provides an automated system for assigning letter grades.

71. When constructing diagnostic tests in mathematics, items should be designed to separate:
(A) Conceptual misunderstandings from computational errors
(B) Spatial aptitude from musical intelligence abilities
(C) High IQ examinees from low IQ examinee test takers
(D) Speeded reading ability from handwriting legibility

72. Which of the following statements regarding diagnostic test construction are correct?
I. Items should focus on common error patterns identified through teacher observation and error analysis.
II. Sufficient time should be provided so that speed is not a contaminating factor in performance.
III. The test should yield separate sub-scores or diagnostic summaries for each micro-ability.
IV. High discrimination index ($D > 0.40$) is mandatory for every item to be retained.
Select the correct answer using the code given below:
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only

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8. Consider the following statements regarding the role of educational tests in guidance and counseling:
I. They provide objective data regarding student aptitudes and academic achievements.
II. They assist counselors in identifying discrepancies between potential and actual performance.
III. They replace the necessity of personal counseling sessions completely.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

9. Educational tests differ from psychological tests primarily in their scope. Which statement accurately reflects this difference?
(A) Educational tests are always non-standardized tools, whereas psychological tests are always standardized instruments.
(B) Psychological tests never utilize written paper formats, whereas educational tests are strictly oral examinations.
(C) Educational tests measure acquired academic knowledge, whereas psychological tests assess general constructs like intelligence.
(D) Educational tests do not require formal validity verification, whereas psychological tests require extensive statistical checks.

10. What is the fundamental definition of an achievement test?
(A) An instrument measuring knowledge, skills, and understanding acquired in a subject after instruction
(B) An instrument measuring a person's innate, general potential to acquire new skills without training
(C) A psychological test measuring broad emotional stability, personal interests, and personality traits
(D) A predictive test used exclusively to determine candidate performance in administrative job cadres

11. What is the primary purpose of administering an achievement test at the end of instruction?
(A) To measure the genetic intellectual capacity and overall innate potential of students
(B) To determine the personality profile and teaching style of the subject teacher
(C) To rank students for national athletic scholarships and sports performance awards
(D) To assess current attainment levels relative to pre-specified instructional objectives

12. Which of the following statements regarding achievement tests are correct?
I. They focus on measuring past learning outcomes resulting from structured instruction.
II. They assess specific subject-matter competencies outlined in the school curriculum.
III. They are designed to measure potential for future learning independent of prior instruction.
IV. They provide feedback to teachers regarding instructional effectiveness.
Select the correct answer using the code given below:
(A) I, II and IV only
(B) I, III and IV only
(C) II and III only
(D) I, II, III and IV

13. Which statement accurately distinguishes teacher-made achievement tests from standardized achievement tests?
(A) Teacher-made tests rely on fixed global norms, whereas standardized tests are constructed without reference to external normative standards.
(B) Standardized tests are developed without blueprint specifications, whereas teacher-made tests strictly require empirical item analysis.
(C) Teacher-made tests target specific classroom objectives, whereas standardized tests assess broad curriculum content common across schools.
(D) Teacher-made tests measure innate intellectual potential, whereas standardized tests assess specific subject content taught in class.

14. An achievement test constructed with high content validity must ensure which of the following?
(A) Equal difficulty level across all test items included in the question paper
(B) Inclusion of complex trick questions designed to reduce overall average scores
(C) Exclusive reliance on objective multiple-choice items across all sections
(D) Representation of all learning objectives and

Teaching → Annual Examination → Error Analysis
(D) Standardized Aptitude Test → Remedial Teaching → Diagnostic Test → Grading

82. What is the defining characteristic of a standardized test?
(A) It is created on the spot by classroom teachers for weekly evaluation.
(B) It has uniform procedures for administration, scoring, and norming.
(C) It contains only essay-type questions evaluated subjectively by markers.
(D) It is administered without any fixed time limits or clear scoring keys.

83. Standardized tests ensure objectivity primarily through:
(A) Subjective evaluation by multiple independent markers without keys
(B) Standardized instructions, objective scoring keys, and item pre-testing
(C) Allowing examinee students to choose their own preference questions
(D) Varying administrative guidelines according to student preference rules

84. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Standardized tests allow for valid comparisons of student performance across different schools and regions.
Reason (R): Standardized tests are administered under uniform conditions and evaluated against standardized norms derived from representative national samples.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

85. Which of the following is NOT a fundamental characteristic of a standardized test?
(A) Established empirical reliability and validity across multiple pilot samples
(B) Availability of representative national norm tables for score interpretation
(C) High variability in scoring criteria based on individual teacher judgment
(D) Fixed and standardized administration procedures applied in all testing centers

86. Standardized test manuals provide 'norms'. What are norms in educational testing?
(A) Moral rules governing student conduct during school examinations
(B) Empirical summary statistics from sample groups used for comparison
(C) The maximum possible score attainable on a standardized test paper
(D) Pass percentage requirements set by school executive committees

87. Standardized achievement tests are constructed by:
(A) Classroom teachers during daily lesson planning activities
(B) Subject matter specialists and measurement psychometricians
(C) Student peer-review study groups within secondary schools
(D) Parent-Teacher Associations operating without expert guidance

88. Consider the following statements regarding standardized tests:
I. Directions for administration and time limits are strictly fixed and invariant.
II. Scoring is objective and independent of the personal bias of the evaluator.
III. Content is tailored to reflect the specific local daily lesson plan of a single classroom.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

89. In comparison to informal classroom tests, standardized tests typically exhibit:
(A) Lower statistical reliability and higher subjective scoring bias
(B) Higher statistical reliability, construct validity, and norming
(C) Complete lack of quantitative scoring metrics and standardized keys
(D) Direct dependence on local regional dialects for scoring guidelines

90. Standardized test administration requires strictly adhering to prescribed time limits because:
(A) Uncontrolled testing time alters the construct and invalidates norms.
(B) School transportation buses operate on strict daily schedules.
(C) Short test durations significantly reduce

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through plausible distractors
(C) To clue examinees toward selecting the correct option answer key
(D) To increase student test anxiety deliberately during exam sessions

163. Which rule should be strictly followed when writing the 'stem' of a Multiple Choice Question?
(A) Make the stem ambiguous so examinees are forced to guess options
(B) Present a single, clear, and complete cognitive problem in the stem
(C) Include unnecessary background fluff and irrelevant context details
(D) Use negative phrasing without providing highlighting or emphasis

164. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): In constructing options for MCQs, all distractors should be plausible and grammatically parallel to the stem.
Reason (R): Implausible or grammatically inconsistent distractors allow examinees to eliminate options through test-wiseness rather than actual knowledge.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

165. What structural flaw occurs when an MCQ option is significantly longer, more detailed, and qualifications-heavy than all other options?
(A) Negative clue flaw type
(B) Correct answer length flaw
(C) Stem ambiguity flaw type
(D) Item overlap flaw category

166. Why should test constructors avoid using options like "All of the above" or "None of the above" excessively in MCQs?
(A) They encourage guessing and compromise statistical item validity.
(B) They make question paper booklets look visually overcrowded to read.
(C) They are illegal under central education board examination rules.
(D) They make automated OMR scanning procedures completely impossible.

167. In a 4-option MCQ, what is the probability of answering correctly by pure random guessing?
(A) 50% (0.50)
(B) 25% (0.25)
(C) 10% (0.10)
(D) 75% (0.75)

168. Consider the following rules for effective MCQ construction:
I. Keep option lengths relatively uniform.
II. Avoid overlapping options in numerical ranges.
III. Place grammatical clues in the stem that point to the singular or plural key.
Which of the guidelines given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

169. What is a 'stem-faced key clue' in MCQ item writing?
(A) An option repeating exact words or phrases contained in the question stem
(B) A distractor option completely unrelated to the tested subject content
(C) A question stem prompt that lacks a standard ending question mark symbol
(D) An option answer key printed in bold text formatting for examinees

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170. Multiple-choice questions can effectively measure higher-order cognitive skills (such as application and analysis) when:
(A) They require recall of isolated dates and definitions only in exams
(B) They present novel scenarios requiring examinees to apply principles
(C) They use True/False binary choices instead of multiple choice items
(D) They provide options with obvious visual clues and grammatical hints

171. What is the main structural characteristic of a True/False test item?
(A) It provides four multiple options with one correct answer key.
(B) It presents a statement for examinees to judge as true or false.
(C) It requires matching terms in Column A with Column B definitions.
(D) It requires writing a short summary paragraph in examinee words.

(B) Because test booklets must be reprinted every single academic week.
(C) Because official scoring answer keys must change for each school.
(D) Because test specifications are kept secret from question designers.

100. Which of the following sequential orders correctly reflects the stage progression in test standardization?
(A) Norm Preparation → Draft Blueprint → Pilot Try-out → Item Analysis
(B) Planning & Blueprint → Item Writing → Pilot Try-out → Item Analysis → Final Form Assembly → Norming & Manual Preparation
(C) Final Form Assembly → Planning → Norming → Item Analysis
(D) Item Analysis → Planning & Blueprint → Item Writing → Norming

101. What is a teacher-made test?
(A) A test constructed by a teacher to evaluate specific classroom learning
(B) A test designed by a national research council with global norm tables
(C) A psychological inventory assessing teacher personality traits in school
(D) A standardized entrance exam conducted across multiple geographic states

102. What is the PRIMARY advantage of teacher-made tests over standardized tests in day-to-day school administration?
(A) Superior statistical reliability and item validity coefficients
(B) High flexibility and alignment with local classroom teaching goals
(C) Inclusion of nationally representative statistical population norms
(D) Total elimination of subjective grading bias in essay evaluations

103. Teacher-made tests are most commonly used for:
(A) Formative continuous assessment and unit testing
(B) Awarding national level competitive merit grants
(C) Comparing inter-state educational performance
(D) Selecting candidates for civil service positions

104. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Teacher-made tests often lack high statistical reliability compared to standardized tests.
Reason (R): Teacher-made tests are typically developed quickly without formal pre-testing, rigorous item analysis, or norming procedures.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

105. Main limitation of informal teacher-made tests is that they:
(A) Inability to be administered in written examination paper formats
(B) Vulnerability to teacher subjectivity and unverified score reliability
(C) Requiring excessive months of preparation and evaluation time by staff
(D) Being strictly prohibited under state Directorate of Education rules

106. A well-constructed teacher-made test should ideally be based on:
(A) Random selection of questions from unstandardized exercise lists
(B) A systematically designed blueprint reflecting instructional objectives
(C) Copying items directly from previous year national board examination papers
(D) Focusing questions exclusively on interest areas of top-scoring students

107. In classroom administration, teacher-made tests help teachers to:
(A) Replace state curriculum frameworks with personal teaching preferences
(B) Monitor student progress and modify instructional techniques accordingly
(C) Standardize national grading criteria across all district public schools
(D) Eliminate internal continuous assessment requirements in school systems

108. Consider the following characteristics of teacher-made tests:
I. Tailored to specific local classroom goals and instructional context.
II. Quick to construct and score for immediate

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pedagogical feedback.
III. Accompanied by national percentile rank norm tables.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

109. How can a Principal help teachers improve the quality of teacher-made achievement tests?
(A) Mandate that all tests consist exclusively of true/false question items
(B) Conduct teacher workshops on test construction and blueprint preparation
(C) Require teachers to use only externally purchased commercial test papers
(D) Eliminate classroom testing in favor of informal peer grading activities

110. Teacher-made tests are predominantly used for:
(A) Criterion-referenced internal classroom evaluation
(B) Norm-referenced inter-state athletic selection
(C) National survey rankings of participating schools
(D) Psychometric diagnosis of traumatic brain injuries

111. What is a key point of difference between standardized tests and teacher-made tests regarding target objectives?
(A) Standardized tests assess broad goals; teacher-made tests assess specific local goals.
(B) Standardized tests assess local goals; teacher-made tests assess global research goals.
(C) Teacher-made tests assess physical skills; standardized tests assess general learning.
(D) Standardized tests are made by students; teacher-made tests are made by test boards.

112. Which of the following statements comparing standardized tests and teacher-made tests are correct?
I. Standardized tests undergo rigorous pre-testing and item analysis; teacher-made tests rarely undergo formal try-outs.
II. Standardized tests have fixed administration procedures; teacher-made tests have flexible procedures.
III. Standardized tests provide normative tables; teacher-made tests compare performance against local classroom standards.
IV. Teacher-made tests have higher statistical reliability than standardized tests.
Select the correct answer using the code given below:
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

113. Standardized tests differ from teacher-made tests in terms of scoring criteria because standardized tests:
(A) Utilize subjective scoring rules dependent on evaluator personal mood
(B) Utilize objective scoring keys producing consistent scores across markers
(C) Allow open discussions between examinees during scoring sessions in class
(D) Rely entirely on peer evaluation mechanics among student classmates

114. Which feature is unique to standardized tests when compared with typical teacher-made tests?
(A) Use of standard written paper and pencil examination formats
(B) Availability of national or regional comparative norm tables
(C) Assessment of domain knowledge in secondary school subjects
(D) Inclusion of multiple-choice and short-answer item formats

115. In terms of cost, time, and adaptability:
(A) Standardized tests are cheap and flexible; teacher-made tests are expensive and rigid.
(B) Teacher-made tests are adaptable and quick; standardized tests are time-intensive.
(C) Both require identical financial investments, specialized personnel, and development time.
(D) Neither requires planning or review before administration to classroom student groups.

116. Consider the following scenario:
A school administration needs to select 5 students out of 500 applicants across different state boards for an advanced science merit program. The selection committee debates whether to use internal class X marks (teacher-made tests) or a Standardized Science Aptitude Test score.
Which recommendation should the Principal make based on assessment principles?
(A) Use internal teacher-made test marks despite varying standards across schools
(B) Use standardized aptitude test scores to

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ensure uniform comparative evaluation
(C) Conduct an informal lottery draw among applicants to ensure complete fairness
(D) Base selection entirely on physical height and weight health standards of candidates

117. Identify the INCORRECT pair regarding comparison parameters:
(A) Purpose: Standardized (Broad comparison) vs Teacher-made (Classroom unit evaluation)
(B) Quality of Items: Standardized (Pilot-tested & statistically analyzed) vs Teacher-made (Varying quality, often unanalyzed)
(C) Norms: Standardized (Local class average only) vs Teacher-made (National/Regional percentile norms)
(D) Administration: Standardized (Strict uniform rules) vs Teacher-made (Flexible classroom conditions)

118. Which test type is better suited for continuous, day-to-day formative instructional decision-making by a subject teacher?
(A) Standardized Achievement Test Battery
(B) Teacher-Made Classroom Test
(C) National Scholastic Aptitude Test
(D) Standardized Group Intelligence Scale

119. Why is a teacher-made test superior for evaluating a specific unique project module introduced by a school teacher?
(A) Standardized tests do not assess local customized instructional projects.
(B) Standardized tests are strictly prohibited in secondary school classrooms.
(C) Teacher-made tests automatically exhibit perfect statistical reliability.
(D) Standardized tests are limited exclusively to oral examination formats.

120. Standardized tests and teacher-made tests are complementary in a school system because:
(A) Standardized tests assess broad norms; teacher-made tests evaluate local goals.
(B) One test format replaces the need for the other test format completely in schools.
(C) Standardized tests evaluate teachers, while teacher-made tests evaluate principals.
(D) Teacher-made tests serve university entry, while standardized tests serve primary grades.

121. What is the central defining concept of a Norm-Referenced Test (NRT)?
(A) Evaluating performance relative to a pre-established absolute mastery standard
(B) Evaluating performance by comparing scores to a representative reference group
(C) Evaluating performance based on the teacher's subjective personal opinion
(D) Evaluating performance based on task completion speed without scoring keys

122. In a Norm-Referenced Test, a student's score is typically reported as a:
(A) Percentage of items answered correctly out of total questions
(B) Percentile rank or Z-score indicating relative group standing
(C) Binary pass or fail decision based on 80% mastery benchmark
(D) Qualitative portfolio evaluation descriptive rubric assessment

123. Which of the following is a primary administrative purpose of using Norm-Referenced Tests?
(A) Identifying whether a student has mastered 80% of math tables
(B) Ranking students and selecting top candidates for limited seats
(C) Formulating detailed remedial plans for individual micro-skills
(D) Certifying driver's license competence in official agency tests

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124. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Norm-Referenced Tests are deliberately designed to spread student scores out along a broad normal distribution.
Reason (R): The primary objective of an NRT is to maximize individual variance so as to discriminate effectively between high and low performers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

125. On a Norm-Referenced Test, an item with a difficulty index of P = 0.50 (50% passing) is considered ideal because:
(A) It maximizes score variance and discrimination among test takers.
(B) It proves the test instrument is statistically

paper printing expenses.
(D) Teachers need to grade answer sheets before the working day ends.

91. What is the FIRST formal step in the systematic process of standardizing an educational test?
(A) Writing final test items directly without preliminary pilot pre-testing
(B) Defining test objectives, content domains, and table of specifications
(C) Printing thousands of test booklet copies for commercial market sale
(D) Calculating standard deviation scores of final population norm tables

92. Which of the following steps are involved in the standardization process of a test?
I. Drafting item pool and expert review.
II. Try-out (pilot testing) on a representative sample.
III. Item analysis (determining difficulty and discrimination indices).
IV. Norm construction and establishing reliability and validity.
Select the correct answer using the code given below:
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

93. In test standardization, what is the primary purpose of conducting a 'pilot try-out' (pre-testing) of items on a sample?
(A) To issue official final pass certificates to all pilot program participants
(B) To gather item analysis data to refine and select effective test items
(C) To train classroom teachers in public speaking and presentation skills
(D) To fulfill statutory legal requirements under national employment acts

94. During the item analysis stage of test standardization, an item is rejected or modified if:
(A) It has an appropriate difficulty index between 0.40 and 0.60
(B) It has a negative or near-zero discrimination index
(C) It clearly distinguishes high achievers from low achievers
(D) It aligns perfectly with the test blueprint specifications

95. Establishing 'norms' during test standardization requires administering the final revised test to:
(A) A small, select group of high-performing students from elite schools
(B) A large, representative, and randomly selected population sample
(C) Subject matter classroom teachers who originally drafted test items
(D) Administrative staff personnel working at state education boards

96. Consider the following scenario:
A testing agency develops a new Standardized Science Aptitude Test for Class X. After writing 200 items, they immediately publish the test and distribute norm tables derived from a trial with 15 students in a single urban private school.
As an expert in measurement, how would you evaluate this standardization process?
(A) Highly rigorous, empirical, and sample-appropriate standardization process
(B) Flawed and invalid, because the trial sample was small and non-representative
(C) Completely acceptable and appropriate for state-wide decision making tasks
(D) Exemplary and ideal structural design of predictive aptitude assessment tools

97. The process of establishing reliability during test standardization involves:
(A) Asking examinee students whether they enjoyed answering the test items
(B) Calculating statistical consistency measures like split-half coefficients
(C) Ensuring that all enrolled examinee students score above 90 percent marks
(D) Comparing total test length directly with other pre-existing test scales

98. In standardized test development, 'item revision' occurs:
(A) Prior to drafting the test specification blueprint
(B) Following pilot testing and item analysis evaluation
(C) Subsequent to official publication of national norms
(D) At no point, as draft items are never modified later

99. Why is standardization considered an iterative process?
(A) Because items are continually revised using empirical pilot data.

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score variance across students.
(B) Every student receives a mastery designation, as peer comparisons are irrelevant.
(C) The test items must be discarded immediately for being far too easy for class.
(D) The teacher must re-grade answer sheets using normal distribution bell curves.

135. Which of the following is an example of a Criterion-Referenced evaluation?
(A) A typing test requiring 40 words per minute with 95% accuracy to pass
(B) The Civil Services Examination national merit list ranking system
(C) Class standing rank presented at high school graduation ceremony
(D) Percentile score obtained in a national competitive scholarship test

136. Consider the following scenario:
Under primary literacy guidelines, a primary school administrator sets a threshold: "A Class III child must read 60 words per minute correctly with comprehension."
What type of evaluation framework is this benchmark?
(A) Norm-Referenced Evaluation
(B) Criterion-Referenced Evaluation
(C) Projective Evaluation
(D) Ipsative Normative Evaluation

137. In Criterion-Referenced Test item selection, items are chosen primarily based on:
(A) High discrimination index to ensure maximum score spread across takers
(B) Direct alignment with specific domain standards, regardless of difficulty
(C) Extremely high difficulty level so that only the top 10 percent pass
(D) Visual design complexity and structural formatting of test booklets

138. Criterion-Referenced Tests are fundamental to which educational approach?
(A) Competency-Based Education and Mastery Learning
(B) Competitive Candidate Sorting and Screening
(C) Elite Academic Selection and Candidate Ranking
(D) Classical Intelligence Quotient Measurement

139. How is feedback from Criterion-Referenced Tests typically presented to students and teachers?
(A) Percentile ranks comparing the individual with norm groups
(B) Direct breakdown of specific competencies mastered and missed
(C) Standardized Z-scores indicating standard deviation standing
(D) Class merit rank indicating candidate standing among peers

140. Which of the following features is typical of a Criterion-Referenced Test?
(A) Broad sampling of general syllabus content across multiple years
(B) Detailed sampling of items focused on specific learning tasks
(C) Mandatory score spread along a bell curve distribution model
(D) Systematic exclusion of easy test items to maintain difficulty

141. What is the fundamental difference between Norm-Referenced Tests (NRT) and Criterion-Referenced Tests (CRT) in terms of performance interpretation?
(A) NRT compares performance against peers; CRT compares performance against fixed domain standards.
(B) NRT compares performance against domain standards; CRT compares performance against peer cohorts.
(C) NRT uses essay questions; CRT uses multiple choice question options exclusively across tests.
(D) NRT is used in primary schools; CRT is used exclusively in advanced university level courses.

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142. Identify the INCORRECT contrast between Norm-Referenced and Criterion-Referenced Tests:
(A) NRT focus: Distinguish individual differences; CRT focus: Assess domain mastery.
(B) NRT score standard: Relative (Percentiles); CRT score standard: Absolute (Percentage/ Mastery threshold).
(C) NRT item selection: High discrimination items preferred; CRT item selection: Direct curriculum objective match preferred.
(D) NRT goal: Measure individual diagnostic gaps; CRT goal: Rank students across national merit lists.

143. In test construction, how does item difficulty planning differ between NRT and CRT?

invalid for use.
(C) It ensures all enrolled examinees fail the school examination.
(D) It indicates that the official question paper was leaked prior.

126. A student receives a score at the 85th percentile on a norm-referenced competitive examination. What does this score mean?
(A) The student answered 85 percent of all exam questions correctly.
(B) The student scored equal to or higher than 85 percent of peers.
(C) The student failed 15 percent of the academic subjects evaluated.
(D) The student answered 85 individual questions out of 100 correctly.

127. Which of the following is a classic example of a Norm-Referenced evaluation setup?
(A) National competitive entrance examinations with limited seat capacities
(B) Driving tests where achieving 80% maneuver execution awards a license
(C) Safety certification tests requiring zero procedural errors to pass
(D) Primary school mastery tests on addition where 9/10 correct is needed

128. Consider the following statements regarding Norm-Referenced Tests:
I. They highlight inter-individual differences.
II. Item selection favors items of average difficulty (P = 0.30 - 0.70) with high discrimination power.
III. Performance is judged against fixed learning outcomes independent of peer performance.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

129. What is a major educational criticism of relying EXCLUSIVELY on Norm-Referenced Tests in primary education?
(A) They fail to show if students have mastered functional skills, regardless of rank.
(B) They are overly inexpensive to print and administer in public school systems.
(C) They completely eliminate competitive motivation among peer student groups.
(D) They always result in 100 percent pass rates across all student cohorts.

130. Norm-Referenced Test interpretation requires:
(A) A clearly defined criterion domain description and benchmark target
(B) A clearly defined, relevant, and representative reference norm group
(C) Absolute performance thresholds established prior to test administration
(D) Qualitative narrative descriptors of student attitude and classroom effort

131. What is the core concept of a Criterion-Referenced Test (CRT)?
(A) Evaluating performance relative to average scores of a peer group
(B) Evaluating performance against an absolute domain criterion standard
(C) Evaluating performance by ranking examinees from highest to lowest
(D) Evaluating performance using national percentile distribution curves

132. Which of the following statements regarding Criterion-Referenced Tests (CRT) are correct?
I. They measure specific domain competencies and instructional objectives.
II. Individual performance is reported as mastery/non-mastery or percentage of domain fulfilled.
III. Score interpretation depends entirely on how well peers perform on the same test.
IV. They are widely used in competency-based assessment and diagnostic frameworks.
Select the correct answer using the code given below:
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

133. What is the primary purpose of administering a Criterion-Referenced Test?
(A) To rank candidates for limited university seat admissions
(B) To determine if a student acquired specific course standards
(C) To measure global genetic intelligence quotient (IQ) scales
(D) To distribute student scores into normal bell curve percentiles

134. In a Criterion-Referenced Test, if every student in a class demonstrates 100% mastery of the designated instructional objectives:
(A) The test is statistically invalid due to lack of

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reliability and consistency.

II. A large sample of curriculum content can be assessed in a relatively short testing time.

III. They are completely immune to blind guessing by examinees.

IV. Preparing high-quality objective items requires careful planning and test construction skill.

Select the correct answer using the code given below:

(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

153. What is a major advantage of objective tests in large-scale examinations?

(A) Fast automated scoring with high inter-scorer agreement
(B) Measuring deep original literary expression in prose
(C) Evaluating physical presentation skills during exams
(D) Allowing students to write unlimited creative answers

154. Objective-type test items are classified into two broad categories:

(A) Supply-type items and Selection-type items
(B) Narrative-type items and Oral-type items
(C) Projective-type items and Objective items
(D) Formative-type items and Diagnostic items

155. Which of the following is a key limitation of simple objective-type test items?

(A) Subjectivity in scoring guidelines applied by different markers
(B) Susceptibility to guessing and difficulty measuring complex skills
(C) Taking excessive time to grade student answer scripts by hand
(D) Inability to be processed by computer optical mark readers (OMR)

156. Consider the following scenario:

A school principal notices that quarterly exam results in Social Studies show 100% pass rates, but examinees fail miserably in external board examinations. Analysis shows the internal objective tests consisted solely of simple direct recall items copied from reading materials.

What structural reform should the Principal mandate for objective item construction?

(A) Eliminate objective items completely from future exams
(B) Construct higher-order objective items assessing analysis
(C) Ban quarterly examinations across all secondary school grades
(D) Mandate oral examinations exclusively in social studies classes

157. Which of the following item formats is classified as a 'Selection-type' objective item?

(A) Essay writing item prompt
(B) Multiple-Choice Question
(C) Short completion item format
(D) Sentence completion exercise

158. Inter-scorer reliability for a well-constructed, keyed objective-type test is theoretically equal to:

(A) 0.00 (Zero agreement)
(B) 0.50 (Moderate agreement)
(C) 1.00 (Perfect agreement)
(D) -1.00 (Negative agreement)

159. Objective tests are effective for broad content sampling because:

(A) Examinees require 30 minutes per item during testing.
(B) Examinees respond to many items covering wide syllabus.
(C) Items do not require preliminary test blueprint planning.
(D) Questions can be left intentionally ambiguous for all.

160. Which bloom's cognitive level is easiest to measure using basic recall objective items?

(A) Synthesis level
(B) Knowledge level
(C) Evaluation level
(D) Creation level

161. An item in a Multiple-Choice Question (MCQ) consists of two main parts:

(A) Question Stem and Options (Key + Distractors)
(B) Premise Column and Response Column options
(C) Assertion Statement and Reason Statement
(D) Essay Writing Prompt and Grading Rubric

162. In a standard four-option MCQ, what is the role of the 'distractors'?

(A) To provide multiple correct answers in a single question paper
(B) To attract examinees who lack mastery

(A) NRT seeks items near P = 0.50; CRT includes items matching targeted learning objectives.
(B) CRT seeks items near P = 0.10; NRT seeks items near P = 0.90 across test construction.
(C) NRT rejects items near P = 0.50; CRT uses only items with P = 0.00 in all assessment.
(D) Neither NRT nor CRT considers item difficulty levels during test construction steps.

144. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Criterion-referenced test scores are unaffected by the performance levels of other students taking the test.
Reason (R): Criterion-referenced tests measure performance against fixed, pre-determined educational criteria rather than peer group distributions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

145. Which of the following scenarios calls for a Norm-Referenced Test rather than a Criterion-Referenced Test?
(A) Determining whether a student qualifies for a lab safety certificate
(B) Selecting top 100 candidates out of 10,000 for a fixed scholarship
(C) Verifying whether Class V students can compute long division steps
(D) Assessing foundational literacy benchmarks under foundational learning goals

146. Which pair accurately matches the evaluation type with its reporting metric?
(A) Norm-Referenced — Percentile Rank (PR)
(B) Criterion-Referenced — Stanine Score (1 to 9)
(C) Norm-Referenced — Mastery/Non-Mastery statement
(D) Criterion-Referenced — Relative class rank (1st/40)

147. Why are CRT results generally more actionable for daily classroom instructional adjustments than NRT results?
(A) CRT shows specific skills learned; NRT shows only relative group standing.
(B) CRT results are processed faster by automated computer scoring software.
(C) NRT results provide excessive diagnostic details that confuse teachers.
(D) CRT results yield standardized intelligence quotient metrics directly.

148. Consider the following statements regarding evaluation types:
I. An exit examination for professional licensing (e.g., medical license exam) is fundamentally Criterion-Referenced.
II. A national competitive scholarship examination with fixed limited grants is fundamentally Norm-Referenced.
III. Both NRT and CRT can utilize the exact same item formats (e.g., MCQs).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

149. Score variability (variance) is an absolute statistical requirement for:
(A) Norm-Referenced Tests
(B) Criterion-Referenced Tests
(C) Formative Diagnostic Checklists
(D) Self-evaluation Rubrics

150. If a test measures student achievement against specified learning outcomes outlined in the curriculum framework without regard to peer standings, it is classified as a:
(A) Norm-Referenced Test
(B) Criterion-Referenced Test
(C) Projective Personality Scale
(D) Standardized Speed Test

151. What is the fundamental characteristic of an objective-type test item?
(A) It requires long descriptive paragraphs from examinee writers
(B) It has a predetermined key eliminating subjective marker bias
(C) It evaluates personal writing style and handwriting neatness
(D) It is marked differently by different examiners based on mood

152. Which of the following statements regarding objective-type tests are correct?
I. Highly objective scoring leads to high test

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172. Which of the following statements regarding True/False items are correct?
I. They have a high guessing probability of 50%.
II. They allow broad content coverage in minimal testing time.
III. They are highly suitable for measuring complex synthesis and evaluation competencies.
IV. Ambiguous or double-barreled statements destroy item validity.
Select the correct answer using the code given below:
(A) I, II and IV only
(B) I and III only
(C) II and III only
(D) I, II, III and IV

173. What is a 'determiner clue' that often gives away the answer in True/False items?
(A) Absolute words like "always" or "never" indicating false statements
(B) Technical vocabulary words drawn from subject glossaries
(C) Short sentence lengths used across declarative test statements
(D) Inclusion of numeric calendar dates within historical test items

174. Why are True/False items considered less statistically reliable per item than 4-option MCQs?
(A) True/False questions take twice as long for students to read.
(B) Higher chance of guessing (50% vs 25%) introduces random error.
(C) True/False questions cannot be scored objectively by evaluators.
(D) True/False questions require manual qualitative grading rubrics.

175. How can a test developer improve the validity of a True/False test item?
(A) Use modified True/False items requiring examinees to correct false statements
(B) Include two conflicting ideas within a single declarative statement in test
(C) Use absolute determiners in every question item across test papers in class
(D) Extract sentence fragments directly out of context from prescribed course materials

176. Consider the following scenario:
A history teacher constructs a quarterly examination containing 50 True/False items. The Principal reviews the paper and finds that 45 items contain terms like "always," "completely," or "never."
What flaw should the Principal point out?
(A) The test paper is far too long for students to complete in time.
(B) The items contain determiners allowing guessing without knowledge.
(C) True/False items are strictly prohibited in history examinations.
(D) The items lack four multiple choice options for examinee review.

177. Double-barreled statements (containing two separate assertions where one is true and one is false) should be avoided in True/False items because:
(A) They confuse examinees and measure reading ambiguity rather than subject mastery.
(B) They are far too easy for all examinees taking the classroom test paper.
(C) They take up excessive printing paper space in examination booklets.
(D) They eliminate random guessing chances for examinees taking the test.

178. Negative and double-negative statements should be strictly avoided in True/False items because they:
(A) They increase reading load and test grammar rather than content knowledge.
(B) They make the correct answer key obvious to all examinees taking test.
(C) They ensure perfect statistical reliability across all test results.
(D) They make automated machine scoring procedures completely impossible.

179. True/False items are BEST suited for measuring:
(A) Complex multi-step mathematical problem solving operations
(B) Simple factual relationships, definitions, or binary choices
(C) Original creative writing style and structural composition
(D) Synthesis of multiple historical theories across disciplines

180. Which item format has the highest susceptibility to inflation of scores due to pure guessing?
(A) Extended Response Essay Item
(B) 5-option Multiple Choice Item
(C) Two-choice True/False Item

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(D) Q1: Diagnostic test; Q2: Aptitude test

217. When constructed appropriately, restricted-response essay items directly specify:
(A) The target scope, structural criteria, and points for the answer
(B) The background personal preferences of the examination evaluator
(C) The national percentile rank required for student course passing
(D) Multiple choice distractor options included in test booklets

218. Why are extended-response essay questions difficult to mark reliably?
(A) Diverse student paths make applying uniform scoring criteria hard.
(B) Extended response questions are far too short to evaluate well.
(C) They contain multiple choice distractors that confuse markers.
(D) Examinees always produce identical answers on answer scripts.

219. Restricted-response essay questions are particularly effective for measuring:
(A) Synthesis across multiple academic disciplines
(B) Specific application skills in defined contexts
(C) Pure mechanical writing speed during testing
(D) Basic vocabulary recall in foreign languages

220. If an administrator wants to evaluate senior secondary students' capability to organize, integrate, and synthesize complex ideas into an original coherent argument, which format is MOST appropriate?
(A) Extended-response essay item
(B) 4-option Multiple Choice item
(C) True/False item
(D) Short completion item

221. Which parameter represents the primary contrast between Objective-type tests and Essay-type tests?
(A) Objective tests offer broad sampling and objectivity; Essay tests offer narrow sampling and subjectivity.
(B) Objective tests measure physical motor skills exclusively; Essay tests measure auditory listening skills in examinees.
(C) Objective tests are evaluated subjectively by hand; Essay tests are evaluated automatically by OMR machine scanners.
(D) Objective tests require months to complete in halls; Essay tests require ten seconds per paper for examinees.

222. Compare the preparation time versus scoring time for objective tests and essay tests:
(A) Objective tests: High construction time, Low scoring time; Essay tests: Low construction time, High scoring time
(B) Objective tests: Low construction time, High scoring time; Essay tests: High construction time, Low scoring time
(C) Both have high construction time and zero scoring time.
(D) Both have zero construction time and high scoring time.

223. How do objective tests and essay tests differ in their vulnerability to examinee bluffing or guessing strategies?
(A) Objective tests suffer from guessing; Essay tests suffer from bluffing.
(B) Objective tests suffer from bluffing; Essay tests suffer from guessing.
(C) Neither evaluation format suffers from examinee strategic behaviors.
(D) Both test formats rely entirely on random chance for student scoring.

224. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Objective tests generally achieve higher overall reliability coefficients than essay tests.
Reason (R): Objective tests allow broader sampling of course content and eliminate inter-scorer variance during evaluation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

225. Which assessment quality is inherently higher in essay tests compared to objective tests?
(A) Inter-rater scoring reliability across evaluators
(B) Opportunity for examinees to organize ideas uniquely
(C) Extent of syllabus content sampling per testing hour
(D) Speed and economy of scoring large student

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or computer keys.
(D) It requires long descriptive essay writing from the examinees.

190. Why are brief terms placed in the Response column (right side) in a matching test format?
(A) So examinees can quickly scan options without re-reading long sentences.
(B) To make the question paper layout visually asymmetrical for test takers.
(C) Because computer optical mark readers cannot scan text placed on left side.
(D) To intentionally increase total examinee reading time during the exam.

191. Fill-in-the-blank (completion) test items belong to which functional category of objective questions?
(A) Selection-type objective items
(B) Supply-type objective items
(C) Projective subjective items
(D) Extended response essay items

192. Which of the following statements regarding fill-in-the-blank items are correct?
I. They minimize guessing probability compared to multiple-choice items because examinees must recall rather than recognize.
II. Blanks should be placed near the end of the sentence rather than at the beginning.
III. Including 4 or 5 blanks in a single sentence creates an excellent measurement item.
IV. The blank should require a specific, unambiguous key word or short phrase.
Select the correct answer using the code given below:
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

193. What structural error occurs when a fill-in-the-blank item is written as: "The _____ of _____ was _____ by _____ in _____."?
(A) Over-blanking leading to complete loss of contextual sentence meaning
(B) Excessively restrictive keying standards applied by question authors
(C) Over-structuring of response criteria across completion items in test
(D) Negative phrasing bias present within the completion question prompt

194. In constructing completion items, grammatical clues like using "an" or "a" immediately before a blank should be avoided because:
(A) They cue examinees whether the answer begins with a vowel or consonant sound.
(B) They make the sentence grammatically incorrect when read aloud by students.
(C) They make automated grading procedures completely impossible for software.
(D) They convert the short completion question prompt into an essay question.

195. What is the main scoring challenge associated with fill-in-the-blank items compared to MCQs?
(A) Examinees may supply unanticipated correct synonyms requiring marker judgment.
(B) Fill-in-the-blank items cannot be scored by classroom teachers under rules.
(C) They take many hours to score electronically using automated computer keys.
(D) They always require percentile conversion norm tables for score reporting.

196. Consider the following scenario:
An elementary science test item reads: "A _____ is a very big living thing." The teacher expected "Tree", but students wrote "Elephant", "Whale", and "Dinosaur". All students argued their answers were correct.
How should the Head of School advise the teacher regarding test item construction?
(A) Mark all student answers wrong except "Tree" on answer sheets
(B) Redesign item so the blank requires a precise, unique key word
(C) Cancel the entire science examination across all grade sections
(D) Convert all elementary science tests into oral interview sessions

197. Where should the blank ideally be located in a completion-type test question?
(A) At the very beginning of the sentence prompt
(B) Near or at the end after context is set
(C) Scattered randomly multiple times in row
(D) In the test instruction section header only

198. Why are completion-type items effective in evaluating factual knowledge in mathematics and science?
(A) They require compute-and-supply numerical answers, reducing guessing.
(B) They allow long philosophical descriptions to be written by examinees.

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235. Why are items in a Power Test typically ordered in ascending difficulty (from easiest to hardest)?
(A) To allow examinees to build confidence and reach their cognitive limit
(B) To make scoring automated and computer processed for examination boards
(C) To ensure everyone finishes answering all test items in five minutes
(D) To confuse low-performing students taking the standardized test paper

236. Consider the following scenario:
A school conducts an advanced Olympiad examination in Mathematics. The paper contains 30 extremely challenging problem-solving questions. Students are given 3 full hours, and almost all students finish writing before time, but average scores are around 45% due to item difficulty.
What operational category does this examination represent?
(A) Speed Test
(B) Power Test
(C) Non-cognitive Inventory
(D) Prognostic Oral Assessment

237. What happens if strict time limits are erroneously imposed on a pure Power Test designed to measure abstract reasoning?
(A) Speed contaminates pure cognitive power, reducing test validity.
(B) Statistical reliability increases to 1.00 agreement across markers.
(C) The test becomes a criterion-referenced diagnostic assessment tool.
(D) Scorer subjectivity increases dramatically during answer evaluation.

238. In a pure Speed Test, individual differences in total scores are almost entirely driven by:
(A) Differences in processing rate and performance velocity
(B) Differences in knowledge of advanced quantum physics
(C) Subjective grading preferences of test evaluators
(D) Socio-economic backgrounds of examinees in school

239. Most standardized classroom achievement tests used in mainstream schools are:
(A) Pure speed tests with extremely brief administrative time limits
(B) Pure power tests with zero time boundaries for all examinees
(C) A combination of power and speed, containing moderate time limits
(D) Projective clinical tools utilized for mental health screening

240. Which of the following test formats is most likely a Speed Test?
(A) A 100-item simple arithmetic calculation worksheet with 3-minute limit
(B) A 3-hour university final oral dissertation defense examination session
(C) A 2-hour open-book philosophy essay exam conducted in exam hall
(D) A diagnostic reading difficulty checklist administered individually

241. What is the main structural difference between an Individual Test and a Group Test?
(A) Individual tests test one person; Group tests test many simultaneously.
(B) Individual tests are always written; Group tests are strictly oral.
(C) Individual tests measure fitness; Group tests measure math aptitude.
(D) Individual tests have no reliability; Group tests have reliability.

242. What is a key administrative advantage of Group Tests over Individual Tests?
(A) They allow qualitative observation of subtle anxiety responses in testing.
(B) They are cost-effective and time-efficient for testing large groups.
(C) They require zero literacy skills or background knowledge from examinees.
(D) They eliminate the necessity of preparing standardized printed test papers.

243. Individual intelligence tests (such as the Wechsler Intelligence Scale for Children or Stanford-Binet) offer which advantage over group intelligence tests?
(A) Lower financial cost of administration across large examinee groups
(B) Opportunity to establish rapport and observe test taker anxiety
(C) Automated OMR machine grading procedures for answer script processing
(D) Ability to test 500 children simultaneously within a single hall

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II. They allow deep qualitative evaluation of problem-solving processes.
III. They offer maximum sampling of content across a vast syllabus within one hour.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

209. An essay prompt that asks: "Discuss education," is defective because:
(A) It is excessively specific and narrow in scope for students.
(B) It is vague, unstructured, and fails to define task scope.
(C) It contains obvious grammatical clues pointing to answer key.
(D) It requires automated machine evaluation software processing.

210. In scoring essay items, the 'analytic scoring method' involves:
(A) Assigning a single global impression score from 1 to 10
(B) Awarding defined points for each target element present
(C) Ranking all student scripts from top to bottom first
(D) Averaging student grades across all academic subjects

211. Essay items are broadly divided into two structural response types:
(A) Restricted-response items and Extended-response items
(B) Selection-type test items and Supply-type test items
(C) Speeded examination items and Power examination items
(D) Diagnostic evaluation items and Prognostic test items

212. Which of the following statements regarding restricted-response vs extended-response essay items are correct?
I. Restricted-response items place limits on content, length, or structural form of the response.
II. Extended-response items allow examinees maximum freedom to select, integrate, and evaluate complex ideas.
III. Restricted-response items are easier to score reliably than extended-response items.
IV. Extended-response items are best suited for measuring broad structural synthesis and creative integration.

Select the correct answer using the code given below:
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

213. An essay prompt stating: "Describe three specific economic factors that led to the Industrial Revolution in 18th century England in no more than 300 words," is an example of a:
(A) Extended-response essay item
(B) Restricted-response essay item
(C) Objective selection item
(D) Non-verbal performance item

214. Which of the following is a primary characteristic of extended-response essay items?
(A) Restricting response lengths to one short paragraph only
(B) Giving examinees wide latitude to synthesize themes
(C) Having 100 percent inter-scorer agreement keys available
(D) Assessing simple factual memorization of calendar dates

215. What is the major advantage of restricted-response essay questions over extended-response essay questions?
(A) Allowing examinees unlimited creative writing freedom
(B) Narrowing task scope to improve scoring consistency
(C) Eliminating the need for specific subject domain knowledge
(D) Enabling automatic scoring by optical mark scanning devices

216. Consider the following scenario:
A Principal reviews an advanced senior secondary literature test paper. Question 1 asks: "Critically evaluate the development of modern Indian poetry, synthesizing social shifts over 50 years." Question 2 asks: "List two main themes of Poem X in 50 words."
How should the Principal classify these two test items?
(A) Q1: Objective item; Q2: Performance item
(B) Q1: Extended essay; Q2: Restricted essay
(C) Q1: Restricted essay; Q2: Extended essay

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(D) Matching Item with 10 premises and 12 responses

181. What are the two structural columns in a standard Matching-type test item called?
(A) Stem column and Distractor column options
(B) Premise column and Response column options
(C) Assertion column and Reason column options
(D) Objective column and Subjective column options

182. To prevent examinees from solving matching items through simple process of elimination, a test writer should:
(A) Include an equal number of premises and responses in the test block.
(B) Ensure the response column contains more options than premise column.
(C) Make all premises ambiguous so examinees are forced to guess matches.
(D) Mix items from completely unrelated subjects in the same matching block.

183. Homogeneity in a matching exercise means that:
(A) All premises and responses belong to the same logical content domain.
(B) All questions included in the test paper are completely identical.
(C) Matching items are printed in the same visual font size and style.
(D) Every premise option has exactly five correct matching responses.

184. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Matching exercises should be constructed using homogeneous material in a single test block.
Reason (R): Heterogeneous matching blocks allow examinees to rule out obvious incorrect matches across unrelated domains, inflating scores through test-wiseness.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

185. What is the recommended positioning of items in a matching exercise?
(A) Premises (longer text) on the left; Responses (shorter terms) on right
(B) Responses (shorter terms) on the left; Premises (longer text) on right
(C) Premises and responses placed randomly across separate booklet pages
(D) Responses listed vertically, premises listed horizontally in tables

186. Matching items are exceptionally efficient for assessing:
(A) Complex literary essay composition and critical textual analysis
(B) Associations between related ideas like terms, dates, and functions
(C) Oral speech articulation and public speaking performance in class
(D) Psychomotor athletic agility during physical education testing

187. All items of a single matching exercise block should be printed:
(A) Across three separate pages to save paper printing space
(B) Entirely on the same single page to avoid reading confusion
(C) On colored paper sheets to increase examinee visual attention
(D) Without providing explicit test administration instructions

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188. Consider the following rules for constructing effective matching items:
I. Keep the list of premises relatively short (e.g., 5 to 8 items).
II. Clearly state in instructions whether responses can be used once, more than once, or not at all.
III. Include heterogeneous topics like chemical formulas and historical battles in the same block.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

189. A matching item containing 10 premises and only 3 responses is structurally defective because:
(A) It gives too many options for examinees to read efficiently.
(B) It causes cognitive overload and lacks logical response balance.
(C) It cannot be scored objectively by evaluators

populations

226. What effect does handwriting quality typically have on the evaluation of objective tests versus essay tests?
(A) Major negative effect on objective tests; zero effect on essay tests
(B) Zero effect on objective tests; significant effect on essay scoring
(C) Equal negative impact on both objective and essay test formats in class
(D) Improves scoring accuracy in objective tests processed by software

227. Identify the correct match regarding test format and cognitive measurement strength:
(A) Objective MCQ — Measuring broad factual recall efficiently across a syllabus
(B) Extended Essay — Measuring rapid computational calculation speed in exams
(C) True/False — Measuring complex original thesis generation in literature
(D) Completion — Measuring multi-page creative story writing composition

228. Consider the following comparison points between Objective and Essay tests:
I. Content Coverage: Objective (Broad); Essay (Limited/Narrow).
II. Scoring Objectivity: Objective (High/100%); Essay (Variable/Subjective).
III. Influence on Student Study Habits: Objective (Encourages broad review & recognition); Essay (Encourages organizational synthesis & written expression).
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

229. If a test paper aims to minimize evaluator subjectivity completely in a mass scholarship exam, which format MUST be chosen?
(A) Objective-type test
(B) Extended-response essay test
(C) Unstructured oral interview
(D) Portfolio descriptive narrative

230. A comprehensive evaluation system in senior secondary schools balances objective and essay tests because:
(A) Objective tests provide broad coverage, while essay tests assess deep synthesis.
(B) State education boards require random switching of test formats across terms.
(C) Essay tests correct the scoring errors of objective tests during evaluation.
(D) Objective tests evaluate teachers, while essay tests evaluate parent support.

231. What is the defining operational characteristic of a Speed Test?
(A) Test items are very difficult, and administration time limits are unlimited.
(B) Test items are easy with uniform difficulty, but time limits are strict.
(C) Test items range from easy to hard, with generous time limits provided.
(D) Test items assess emotional stability under stress without score metrics.

232. Which of the following statements regarding Speed tests vs Power tests are correct?
I. Speed tests measure processing rate and rapid performance under strict time constraints.
II. Power tests measure maximum intellectual or skill capacity, independent of speed.
III. In a pure Power test, time limits are generous enough to allow examinees to attempt all items they know.
IV. Items in a Power test are typically arranged in order of increasing difficulty.
Select the correct answer using the code given below:
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

233. In a pure Power Test, performance is primarily determined by:
(A) How fast the examinee can physically write or click options
(B) The highest level of item difficulty solved correctly by examinees
(C) The number of easy items completed within three testing minutes
(D) The physical stamina and visual focus displayed by the examinee

234. A clerical aptitude test measuring typing speed and accuracy in 5 minutes is a classic example of a:
(A) Pure Power Test
(B) Speed Test
(C) Projective Personality Test
(D) Diagnostic Standardized Scale

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IV. They evaluate advanced literary essay writing abilities.

Select the correct answer using the code given below:
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

253. Why are Culture-Fair Intelligence Tests predominantly non-verbal in design?
(A) Language reflects background and schooling rather than raw potential.
(B) Non-verbal test booklets are far cheaper to print and distribute.
(C) Language test questions cannot be scored objectively by evaluators.
(D) Non-verbal test items do not require cognitive thinking processes.

254. Raven's Progressive Matrices test is a classic example of a:
(A) High language-dependent Verbal Achievement Test instrument
(B) Non-Verbal, Culture-Reduced Test of Abstract Reasoning
(C) Oral Speed Recitation Test administered in classroom hall
(D) Projective Verbal Essay Scale evaluated subjectively by staff

255. A verbal test item assesses cognitive ability primarily through:
(A) Block manipulation and visual spatial assembly tasks in testing
(B) Word relationships, reading comprehension, and vocabulary skills
(C) Physical balance beam navigation and motor coordination exercises
(D) Silent painting of abstract art pieces evaluated by observers

256. Consider the following scenario:
A school in a tribal border district admits Class VI children with diverse local dialects and minimal exposure to formal English or Hindi literacy. The school needs to evaluate their baseline abstract reasoning ability without penalizing them for language barriers.
Which testing instrument should the Principal recommend?
(A) Standardized English Vocabulary Test
(B) Non-Verbal Performance or Matrix Test
(C) Hindi Essay Writing Examination
(D) Speeded Dictation Test

257. What is a major limitation of relying exclusively on verbal tests for intelligence assessment?
(A) They penalize examinees with limited language exposure and instruction.
(B) They cannot be scored using standardized objective scoring answer keys.
(C) They are strictly prohibited under primary school evaluation guidelines.
(D) They measure spatial visualization skills rather than language ability.

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258. Non-verbal tests evaluate cognitive processes such as:
(A) Pattern recognition, spatial orientation, and inductive reasoning
(B) Phonemic rhyming rules, spelling rules, and syntax conventions
(C) Grammar syntax parsing rules and sentence structural composition
(D) Historical facts recall and chronological date memorization tasks

259. A test requiring an examinee to identify the odd geometric figure out of five options is classified as:
(A) Verbal Test
(B) Non-Verbal Test
(C) Essay-type Test
(D) Oral Performance Interview

260. Which student group benefits MOST from non-verbal assessment tools?
(A) Students with hearing, speech, or language barriers
(B) Students preparing for national debate competitions
(C) Native speakers with high linguistic intelligence scores
(D) Students seeking enrollment in creative writing courses

261. What defines a Performance Test in educational and psychological evaluation?
(A) A paper-and-pencil test consisting of multiple-choice items
(B) A test requiring examinees to perform a physical practical skill
(C) A test measuring silent reading speed and textual comprehension
(D) A written essay answer reflecting theoretical domain knowledge

244. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Individual intelligence tests are preferred over group tests for diagnosing specific developmental delays in young primary school children.
Reason (R): Individual tests allow a trained psychologist to establish rapport, probe responses, and observe qualitative non-verbal behaviors that group paper-and-pencil tests miss.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

245. Which of the following is a major limitation of Individual Tests in large-scale educational systems?
(A) They require expert examiners and significant time/cost per examinee.
(B) They cannot measure cognitive skills or problem solving capabilities.
(C) They are highly susceptible to group optical mark scanning errors.
(D) They provide zero qualitative information regarding student behavior.

246. Group tests rely heavily on which response format to facilitate standardized administration and scoring?
(A) Open-ended oral dialogue interactions between examiners and takers
(B) Standardized paper-and-pencil or computer-based multiple choice formats
(C) Free-form artistic painting tasks evaluated qualitatively by judges
(D) Unstructured physical play observation conducted in school yards

247. Identify the INCORRECT pairing regarding test administration type:
(A) Individual Test — Wechsler Adult Intelligence Scale (WAIS) assessment
(B) Group Test — National Achievement Survey (NAS) multiple choice test
(C) Individual Test — Large-scale State Board Public Examination paper
(D) Group Test — Scholastic Aptitude Test (SAT) administered to students

248. Consider the following statements regarding Group Tests:
I. Test instructions are simplified and uniform so examinees can follow independently.
II. Scoring is usually highly objective and amenable to computer processing.
III. Examiner bias in recording scores is virtually eliminated.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

249. When evaluating a child with severe speech impairment or behavioral distress, which test format is recommended?
(A) Group written test paper examination
(B) Individually administered clinical test
(C) Standard group speed test paper in class
(D) Mass oral competitive recitation session

250. An administrator selecting a test for mass screening of 2,000 job applicants within a single afternoon should choose:
(A) Individually administered clinical interview batteries
(B) Standardized Group Test paper/online session
(C) Extended qualitative portfolio oral review session
(D) Individual Stanford-Binet testing battery scale

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251. What is the fundamental difference between Verbal Tests and Non-Verbal Tests?
(A) Verbal tests require language; Non-verbal tests rely on visual symbols.
(B) Verbal tests are spoken aloud; Non-verbal tests are written on paper.
(C) Verbal tests measure fitness; Non-verbal tests measure history facts.
(D) Verbal tests are for adults; Non-verbal tests are for animals only.

252. Which of the following statements regarding Non-Verbal Tests are correct?
I. They reduce cultural and language bias in assessment.
II. They are suitable for assessing illiterate examinees, young children, or students with language disabilities.
III. They utilize abstract diagrams, geometric patterns, matrices, and spatial figures.

(C) They eliminate the necessity of preparing standardized scoring keys.
(D) They automatically measure physical motor dexterity during testing.

199. To maintain consistent scoring key standards for completion items, test writers should:
(A) Allow any word of any length to be marked correct by classroom markers.
(B) Specify unit measures and numerical precision required for the blanks.
(C) Never construct or publish a standardized scoring key prior to testing.
(D) Assign partial credit marks based on examinee handwriting neatness.

200. Supply-type completion items differ fundamentally from selection-type MCQs because completion items assess:
(A) Recognition memory processes
(B) Recall memory and production
(C) Spatial discrimination skills
(D) Emotional reactivity measures

201. What is the defining characteristic of an essay-type test item?
(A) It requires examinees to select a key from four choices provided.
(B) It requires examinees to write responses in their own words.
(C) It provides pre-calculated statistical options for evaluation.
(D) It evaluates pure visual recognition speed during testing.

202. Essay-type tests are uniquely suited for evaluating which levels of Bloom's Taxonomy?
(A) Knowledge and recall cognitive levels
(B) Synthesis and critical evaluation
(C) Mechanical matching of definitions
(D) Visual recognition of spelling errors

203. What is the GREATEST weakness associated with essay-type examinations in educational measurement?
(A) Ease of question item construction for teachers
(B) Subjectivity in scoring and limited content coverage
(C) Susceptibility to random guessing by examinees
(D) Inability to measure higher-order cognitive skills

204. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Scoring of essay questions is highly vulnerable to evaluator halo effects and handwriting bias.
Reason (R): Essay items lack fixed, single-option answer keys, leaving room for subjective interpretation by different examiners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

205. How does the 'halo effect' manifest during the marking of essay-type examinations?
(A) Evaluator general impression influences specific essay marks.
(B) Physical appearance of exam halls affects student test scores.
(C) Examinees perform better on questions placed at top of pages.
(D) High-scoring examinees help low-scoring peers during testing.

206. Content validity of an essay-type test paper is generally LOWER than that of an objective test paper because:
(A) Essay tests take longer, sampling fewer total topics per hour.
(B) Essay questions are always constructed poorly by teachers.
(C) Objective tests cover very few syllabus topics in total.
(D) Essay tests are evaluated automatically by computer software.

207. Which technique BEST improves the scoring reliability of essay-type tests?
(A) Grading answer scripts without reading them completely through
(B) Developing analytic rubrics and grading scripts anonymously
(C) Allowing examinees to write without word limits or guidelines
(D) Changing scoring rubrics halfway through the grading process

208. Consider the following statements regarding essay-type tests:
I. They foster freedom of response and originality.

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262. Which of the following activities represents a Performance Test in a school setup?
(A) Assembling a circuit board in a science laboratory exam
(B) Writing a 500-word essay on electricity principles
(C) Answering 20 MCQs on electrical physics formulas
(D) Matching famous scientists with electrical inventions

263. Performance tests are particularly valuable for assessing:
(A) Pure memorization of historical dates and figures
(B) Psychomotor skills and laboratory competencies
(C) Speed of silent reading during timed examinations
(D) Knowledge of Latin prefixes used in science topics

264. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Performance tests exhibit high ecological and direct criterion validity for practical skills.
Reason (R): Performance tests evaluate real-time application of skills under realistic conditions rather than theoretical knowledge about the skill on paper.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

265. Kohs Block Design Test and Alexander's Passalong Test are classic examples of:
(A) Paper-and-pencil verbal cognitive test scales
(B) Individual Performance Tests of Ability
(C) Projective Personality Questionnaire scales
(D) Essay-type diagnostic examination inventories

266. What is a primary administrative challenge associated with performance tests?
(A) They require special equipment and time per candidate.
(B) They can be machine-scored in one second electronically.
(C) They evaluate only silent memory recall during testing.
(D) They do not require standardized scoring rubrics at all.

267. To ensure objective evaluation in a practical performance test, examiners should utilize:
(A) Informal visual impressions noted without documentation
(B) Standardized performance checklists and scoring rubrics
(C) Student self-reported grade expectations submitted prior
(D) Average mark scores of peer classmates in the same group

268. Consider the following statements regarding Performance Tests:
I. They eliminate total reliance on reading and writing skills.
II. They measure 'doing' ability rather than merely 'knowing' ability.
III. They are easily administered to 1,000 students simultaneously in a single hall without apparatus.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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269. In vocational education (e.g., carpentry, computer assembly, automotive repair), performance tests are superior to written paper tests because:
(A) Written tests measure theory; performance tests demonstrate practical skills.
(B) Performance tests take significantly less preparation time for instructors.
(C) Written tests are strictly prohibited in vocational educational institutions.
(D) Performance tests require no specialized tools, machinery, or materials.

270. A driving test where an applicant drives a vehicle through an obstacle course is categorized as a:
(A) Paper-and-pencil achievement test
(B) Direct Performance Test
(C) Projective Personality Inventory
(D) Prognostic Verbal Assessment

271. What is the fundamental operational difference between Oral Tests and Written Tests?
(A) Oral tests involve spoken dialogue; Written tests involve text responses.
(B) Oral tests are always standardized; Written

metric. Because aptitude tests aim to forecast future performance, test developers must demonstrate a strong statistical correlation between test scores and subsequent performance measures obtained after candidates complete targeted training programs.

35. (B) The candidate possesses high probability of academic success in higher education.
Standardized scholastic aptitude assessments evaluate broad verbal reasoning, quantitative reasoning, and analytical writing capacities developed over extended periods. High performance on these assessments indicates that the candidate possesses the requisite cognitive skills and academic potential to succeed in rigorous undergraduate degree programs and complex post-secondary learning environments.

36. (C) Administer an Aptitude Test Battery alongside interest inventories and academic records
Guiding secondary students into specialized academic streams requires a comprehensive evaluation framework. Administrators should combine a standardized multi-factor aptitude test battery with career interest inventories and historical academic achievement records. This multi-dimensional approach ensures that recommendations align with both student cognitive strengths and personal motivations, maximizing future success.

37. (A) Achievement tests look backward at past learning; aptitude tests look forward to future potential.
The fundamental operational distinction between achievement and aptitude tests lies in their temporal focus. Achievement tests evaluate past learning outcomes produced by specific instruction within a defined period. Aptitude tests assess broad, accumulated capabilities to project future learning potential and performance in specialized academic or professional environments following instruction.

38. (B) Past learning (achievement) serves as an empirical predictor of future learning capacity (aptitude).
Overlap between achievement and aptitude test items occurs because past learning experiences serve as fundamental building blocks for future learning capacity. Cognitive skills acquired through formal schooling are continually applied to solve novel problems. Consequently, items measuring advanced reading comprehension or mathematical reasoning reflect past achievement while predicting future aptitude.

39. (B) The primary intended use and interpretation of test results
The primary operational distinction between achievement and aptitude tests lies in the intended interpretation and administrative use of score results. Achievement test scores are interpreted as measures of current mastery regarding specific taught curricula. Aptitude test scores are interpreted as predictive metrics forecasting future learning performance in novel contexts.

40. (B) Specific instructional curriculum; broader cumulative learning experiences
Achievement tests are directly bound to specific instructional curricula, unit objectives, and course content delivered during formal schooling. Conversely, aptitude tests evaluate broader, cumulative learning outcomes acquired through varied formal and informal environmental experiences over extended periods, reflecting underlying cognitive development and general problem-solving potential.

41. (C) High score in an achievement test guarantees high scores in all general aptitude domain tests.
A high score on a specific achievement test reflects mastery of taught course material but does not guarantee high scores across all general aptitude domains. Aptitude spans distinct cognitive factors like spatial visualization, mechanical reasoning, and numerical reasoning that may not be taught directly in standard academic curricula.

42. (A) Achievement: Class IX Final Mathematics Exam; Aptitude: Mechanical Reasoning Test
A final course examination in secondary school mathematics represents an achievement test measuring specific curriculum mastery following instruction. Conversely, a mechanical reasoning assessment represents an aptitude test evaluating spatial manipulation and mechanical principles to predict future performance in technical fields independent of specific course syllabi.

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(A) Written tests measure domain knowledge; oral tests assess verbal expression.
(B) Combining test formats doubles administrative fees collected from parents.
(C) State education laws mandate equal examination hours for both test formats.
(D) Neither assessment format alone possesses statistical reliability metrics.

281. What is the fundamental purpose of a Prognostic Test?
(A) To measure current achievement at the end of a specified course of study
(B) To predict future success or failure in a specialized training program
(C) To diagnose micro-skill errors in past mathematics homework assignments
(D) To assign final term grades for official student progress report cards

282. In educational administration, prognostic tests are primarily used for:
(A) Screening and placement into advanced specialized training courses
(B) Awarding remedial completion certificates for completed school work
(C) Evaluating classroom teacher attendance rates during school terms
(D) Measuring physical height and weight health standards of students

283. How does a prognostic test differ from a diagnostic test?
(A) Prognostic tests predict future success; Diagnostic tests find present gaps.
(B) Prognostic tests measure past learning; Diagnostic tests predict success.
(C) Prognostic tests are essay-based; Diagnostic tests are strictly oral tests.
(D) Prognostic tests are non-standardized; Diagnostic tests are normed globally.

284. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Prognostic tests require high predictive criterion-related validity to be administratively useful.
Reason (R): The primary function of a prognostic test is to forecast success in a future learning endeavor prior to enrolling the student.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

285. A "Algebra Readiness Test" administered to Class VIII students to predict their probable performance in Class IX Advanced Algebra is an example of a:
(A) Summative Achievement Test
(B) Prognostic Test
(C) Diagnostic Error Inventory
(D) Non-verbal Performance Test

286. Which validation method is essential when validating a newly constructed prognostic test instrument?
(A) Concurrent Validity evaluation procedures
(B) Longitudinal Predictive Validity evidence
(C) Face Validity evaluation procedures alone
(D) Content validity based on old course materials

287. Prognostic test scores assist school counselors in avoiding which administrative issue?
(A) Enrolling students in technical courses where they lack prerequisite aptitude
(B) Purchasing extra course materials for school academic departments
(C) Scheduling annual sports events and extracurricular school activities
(D) Assigning teacher substitute duties during staff absence periods

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288. What is the defining purpose of a Placement Test in educational administration?
(A) To assign final graduation grades to senior secondary school students
(B) To determine the appropriate starting level or section for a student
(C) To diagnose severe clinical brain disorders in developmental centers
(D) To rank teachers for promotional administrative salary increments

289. Placement testing is typically administered at what point in time?
(A) At the beginning of an educational sequence or academic program
(B) At the end of every week during continuous formative testing
(C) Midway through final term examinations conducted in the school
(D) Five years after graduation from senior secondary education

to ensure balanced evaluation across all Bloom's cognitive taxonomy levels.

17. (B) By providing clear knowledge of results, enabling students to recognize gains
Achievement tests contribute positively to student motivation by delivering clear, objective feedback concerning learning progress. Knowing exam results allows learners to recognize personal academic gains, identify specific areas needing improvement, and set realistic educational goals. Constructive feedback reinforces effective study habits, increases self-efficacy, and encourages sustained cognitive engagement in school subjects.

18. (B) Their structural breadth, level of detail, and specific analytical purpose
Achievement tests are categorized into survey tests and diagnostic tests based on structural breadth, item density, and analytical focus. Survey tests cover broad curriculum content with few items per skill to evaluate overall achievement. Diagnostic tests focus on narrow subject domains with high item density to isolate specific learning errors.

19. (A) Survey tests cover broad content with few items per skill; diagnostic tests cover narrow content with many items per skill.
Survey achievement tests evaluate general performance across expansive curriculum topics using a limited number of items per concept. In contrast, diagnostic achievement tests examine restricted, specific sub-skills using numerous targeted items per micro-concept. This high item density enables diagnostic instruments to identify precise learning gaps, conceptual misunderstandings, and procedural errors.

20. (B) Assess overall academic standing and general achievement levels of a student group
A survey achievement test is best utilized when school administrators require an overview of student achievement across broad subject areas. By assessing a wide range of learning outcomes, survey tests determine overall group performance, evaluate institutional standards, compare district performance levels, and provide general progress indicators for large populations efficiently.

21. (B) Structured diagnostic achievement test
Structured diagnostic achievement tests provide item-by-item analysis regarding specific learning deficits, misconceptions, and skill breakdowns. By incorporating multiple items per micro-skill, these specialized assessments allow educators to analyze error patterns systematically, distinguish random mistakes from persistent conceptual gaps, and formulate targeted remedial instructional interventions for individual learners.

22. (B) It samples few items per objective, making individual error patterns hard to isolate.
Survey achievement tests are designed to evaluate broad academic performance across an entire curriculum. Consequently, they include only one or two items per specific learning objective. This minimal sampling density prevents educators from determining whether an incorrect response stems from a persistent conceptual misunderstanding or a simple careless error, rendering survey tests unsuitable for detailed remedial planning.

23. (B) Survey tests aim at general classification; diagnostic tests aim at pin-pointing underlying learning difficulties.
Survey achievement tests are intended for general classification, broad progress monitoring, and overall performance ranking across large groups. In contrast, diagnostic achievement tests are specifically designed to isolate precise learning deficits, procedural errors, and conceptual gaps. Diagnostic tools provide detailed sub-scores that guide targeted instructional remediation rather than overall candidate ranking.

24. (A) Both A and R are true and R is the correct explanation of A
Diagnostic achievement tests deliberately incorporate multiple items evaluating the exact same micro-skill or sub-concept. High item sampling per sub-skill is essential to ensure measurement reliability. This repetition allows evaluators to verify consistent patterns of student error, effectively separating persistent cognitive misconceptions from temporary attention lapses or accidental calculation mistakes.

25. (B) Survey test: General achievement rank; Diagnostic test: Detailed weakness breakdown
Survey achievement tests yield broad summary scores and normative rankings that reflect general subject mastery and overall standing among peers. Conversely, diagnostic achievement

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299. What is the purpose of the 'Item Review and Editing' step in test construction?

(A) To inspect drafted items for accuracy, clarity, distractor quality, and blueprint alignment.

(B) To assign final letter grades to examinees before test booklets are printed and distributed.

(C) To increase the paper printing cost and administrative overhead of official test booklets.

(D) To convert raw student scores into standard Z-scores prior to publishing final norm tables.

300. Which of the following depicts the correct sequential order of steps in constructing a sound educational achievement test?

(A) Writing Items → Preparing Blueprint → Item Review → Scoring → Planning

(B) Planning & Preparing Blueprint → Writing Draft Items → Reviewing & Editing Items → Pre-testing & Item Analysis → Final Form Assembly & Key Preparation

(C) Final Form Assembly → Item Analysis → Planning → Writing Draft Items

(D) Pre-testing → Item Analysis → Preparing Blueprint → Writing Draft Items

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tests are never standardized.
(C) Oral tests measure physical stamina; Written tests measure hearing skills.
(D) Oral tests are evaluated by OMR machines; Written tests use dialogue key.

272. Which of the following statements regarding Oral Tests are correct?
I. They allow immediate probing and clarification of student responses by the examiner.
II. They assess spoken language fluency, articulation, and immediate verbal reasoning.
III. They are highly susceptible to examiner subjectivity, halo effect, and personal inter-examiner variance.
IV. They provide a permanent written record for re-evaluation and verification.
Select the correct answer using the code given below:
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

273. What is a key advantage of Written Tests over Oral Tests in mass evaluation systems?
(A) Written tests provide a permanent verifiable record that can be re-scored objectively.
(B) Written tests allow immediate verbal dialogic probing during student questioning.
(C) Written tests completely eliminate reading and writing requirements for takers.
(D) Written tests take significantly more time per student than oral interviews.

274. Viva-Voce examinations conducted alongside practical laboratory exams are a form of:
(A) Standardized written testing
(B) Oral testing
(C) Non-verbal matrix testing
(D) Projective drawing assessment

275. Oral tests are LEAST effective for evaluating which of the following competencies?
(A) Pronunciation and speaking fluency in a foreign language examination
(B) Rapid mental arithmetic calculations explained verbally to examiners
(C) Precise geometrical drafting, drawing, and spatial blueprint drafting
(D) Immediate argument defense presented orally in debate tournament format

276. Consider the following scenario:
During an internal audit, an administrative officer discovers that internal viva-voce (oral exam) marks in a school vary drastically across examiners for the same students, with no written notes or scoring criteria recorded.
What structural mechanism should the Principal mandate to standardize future oral examinations?
(A) Ban all viva-voce examinations permanently across all school grades
(B) Introduce structured oral rubrics, panel questions, and records
(C) Award equal full marks to all participating students in oral exams
(D) Replace oral exams with physical fitness tests conducted on field

277. Why do written tests generally achieve higher inter-scorer reliability than unstructured oral tests?
(A) Written tests allow blind marking and explicit answer keys.
(B) Written tests are significantly shorter in administrative time.
(C) Oral tests contain multiple choice distractors in questions.
(D) Written tests are marked by peer students during class hours.

278. Oral testing is exceptionally valuable in early primary education (Kindergarten - Class I) because:
(A) Young children may understand concepts but lack motor writing skills.
(B) Primary children prefer taking 3-hour written tests in exam halls.
(C) Oral testing allows automatic computer entry of student mark scores.
(D) Standardized written tests are mandatory for toddlers under board rules.

279. Which of the following is a drawback of Oral Testing?
(A) High test anxiety in examinees due to direct visual/social confrontation
(B) Ability of examiners to ask immediate follow-up clarifying questions
(C) Direct observation of speech clarity and verbal reasoning capability
(D) Elimination of handwriting legibility bias in student evaluation work

280. A balanced school evaluation policy incorporates both written and oral assessments because:

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capacity and actual performance. However, standardized test data serves as a supportive diagnostic tool and cannot replace personalized, qualitative counseling interactions necessary for comprehensive student development.

9. (C) Educational tests measure acquired academic knowledge, whereas psychological tests assess general constructs like intelligence.
Educational and psychological assessments differ fundamentally in their underlying construct scope. Educational tests evaluate specific knowledge, skills, and academic competencies acquired following structured instruction in a curriculum. Conversely, psychological tests measure broader, relatively stable psychological constructs, such as global intellectual capacity, personality traits, emotional functioning, and abstract cognitive processing capabilities across individuals.

10. (A) An instrument measuring knowledge, skills, and understanding acquired in a subject after instruction
An achievement test is an assessment tool designed to evaluate the extent of knowledge, understanding, and skills acquired within a specific academic area. Administered following a period of formal instruction, it measures past learning outcomes directly tied to taught course objectives, reflecting educational progress and instructional effectiveness within formal learning environments.

11. (D) To assess current attainment levels relative to pre-specified instructional objectives
Administering achievement tests at the conclusion of an instructional unit allows educators to measure student attainment against pre-specified learning objectives. This evaluation process determines whether learners have successfully acquired targeted domain knowledge. The resulting outcome metrics inform final grading, report certification, and overall curriculum assessment without measuring innate potential or uninstructed traits.

12. (A) I, II and IV only
Achievement tests focus on measuring past learning outcomes produced by structured classroom instruction and evaluate specific subject-matter competencies derived from the curriculum. They also offer valuable feedback regarding instructional effectiveness. However, measuring future learning potential independent of prior instruction describes the function of aptitude tests rather than subject achievement tests.

13. (C) Teacher-made tests target specific classroom objectives, whereas standardized tests assess broad curriculum content common across schools.
Teacher-made tests are designed to evaluate localized classroom instruction, specific unit objectives, and recent lesson plans. Conversely, standardized achievement tests cover broad curriculum domains common across multiple school systems. Standardized assessments undergo rigorous empirical item analysis and utilize representative population norms, while teacher-made tests offer immediate, flexible feedback tailored to specific classroom contexts.

14. (D) Representation of all learning objectives and target content areas
High content validity in an achievement test requires thorough and balanced coverage of the entire target domain. Test developers ensure this by constructing a comprehensive blueprint that maps items directly to prescribed instructional objectives and topic weights. This balanced sampling guarantees that the examination accurately measures student mastery across all intended subject content areas.

15. (A) Certifying mastery, assigning course grades, and awarding completion certificates
In school administration, achievement test results provide quantitative data regarding student learning outcomes. These measures are appropriately used for administrative actions such as certifying subject mastery, assigning official course grades, promoting students to subsequent academic levels, and issuing graduation diplomas based on documented fulfillment of institutional curriculum standards.

16. (B) Direct teachers to revise instructional strategies and rebalance future test blueprints
Achievement test results highlighting high factual recall alongside poor analytical performance indicate instructional gaps in higher-order cognitive development. School administrators should address this pattern constructively by directing subject faculty to revise teaching methodologies, integrate critical thinking activities, and rebalance assessment blueprints

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ANSWERS

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1. (B) A systematic procedure for measuring a sample of student behavior under standardized conditions
Educational measurement relies on formalized assessment tools to evaluate learner progress objectively. An educational test is operationally defined as a systematic, standardized procedure designed to gather a representative sample of student behavior under uniform conditions. This standard structure ensures consistency in administrative delivery, objective scoring guidelines, and accurate data gathering for evaluating academic performance accurately.

2. (A) Obtaining reliable evidence to make sound educational decisions
Educational testing in institutional setups serves as a structured mechanism to gather valid, objective data regarding learner achievement and development. The core purpose of conducting these evaluations is to generate reliable empirical evidence. Administrators and educators utilize this evidence to guide pedagogical adjustments, curriculum planning, student placement, and institutional decision-making processes.

3. (C) Classifying, placing, and selecting candidates for specific academic programs
Educational tests perform multiple operational roles within academic administration, ranging from instruction to management. Direct administrative functions specifically encompass candidate classification, program placement, and selection decisions. By offering standardized performance metrics, these examinations enable institutional administrators to assign students to appropriate academic tracks, specialized programs, and higher learning opportunities efficiently.

4. (A) Both A and R are true and R is the correct explanation of A
Educational testing must sample student behavior rather than attempt exhaustive domain coverage. Assessing every concept taught throughout an academic year is pragmatically impossible because of strict time limits, logistical constraints, and evaluation costs. Consequently, test developers create representative content samples, ensuring that test scores validly reflect overall mastery across the entire target domain.

5. (C) By providing empirical data on whether educational objectives are attained by students
Curriculum evaluation relies on empirical data to judge the efficacy of educational programs and instructional materials. Testing supports school management by supplying objective measures of student performance against predetermined learning outcomes. These empirical findings indicate whether current curricula successfully foster intended competencies, guiding institutional leaders in refining academic frameworks and teaching strategies.

6. (B) Systematic design, standardized administration, and explicit scoring rules
Standardized educational tests are distinguished from informal classroom observations through rigorous structural criteria. Educational tests require systematic item design, standardized administrative conditions, and objective scoring keys. These explicit rules eliminate personal subjective bias during evaluation, ensuring consistent measurement parameters, high reliability, and valid score comparisons across different students, classrooms, and regional testing centers.

7. (D) Determining the personal political affiliation of academic staff
Educational testing in secondary schools focuses strictly on student evaluation, guidance, and academic development. Primary objectives include diagnosing learning difficulties, measuring subject mastery, and predicting future academic or vocational success. Evaluating the personal political affiliations of academic staff is completely unrelated to educational measurement goals and violates ethical administrative principles governing institutional assessment practices.

8. (A) I and II only
Educational tests support guidance and counseling programs by generating objective measures of student aptitudes and academic achievements. These quantitative metrics allow counselors to identify gaps between potential

tests produce detailed diagnostic profiles breakdown highlighting specific strengths, non-mastered sub-skills, and underlying conceptual weaknesses, enabling teachers to target individual instructional needs directly.

26. (C) Survey test — Formulating a remedial teaching module for a single error pattern
Formulating targeted remedial teaching modules for specific error patterns requires detailed sub-skill diagnostic data rather than broad survey results. Survey achievement tests sample too few items per objective to isolate individual cognitive misconceptions. Pinpointing precise skill breakdowns for individualized remediation requires structured diagnostic achievement tests featuring high item density per micro-concept.

27. (A) Survey tests sample broad total scores across longer test papers, whereas diagnostic sub-tests contain fewer total items per skill.
Total scores on survey achievement tests generally demonstrate higher statistical reliability coefficients than individual diagnostic sub-scores because total survey scores aggregate performance across a large number of items. Psychometric reliability increases with total test length, whereas shorter diagnostic sub-tests focusing on single sub-skills contain fewer items, making sub-scores more susceptible to measurement variance.

28. (D) I, II and III
Aptitude tests measure an individual's potential capacity to acquire specific skills or complex knowledge when provided with appropriate instruction. They reflect the cumulative, long-term influence of informal and formal learning experiences over time. Administrators utilize aptitude test results primarily to forecast future academic or vocational performance in specialized fields.

29. (B) A combination of abilities indicating capacity to acquire specific knowledge or skills with training
In psychological measurement, an aptitude test is defined as an assessment instrument measuring a combination of cognitive, perceptual, or psychomotor abilities. These underlying capabilities indicate an individual's capacity to learn specialized knowledge or master technical skills following structured training, serving as predictive measures for future educational or occupational success.

30. (B) Selection, placement, and counseling based on predicted success
The primary administrative purpose of aptitude testing is to forecast future performance to guide candidate selection, stream placement, and vocational counseling. By assessing underlying cognitive capacities, administrators and counselors can place individuals into academic programs or training tracks where they demonstrate the highest probability of long-term success and achievement.

31. (A) Differential Aptitude Tests (DAT)
The Differential Aptitude Tests (DAT) represents a classic multi-factor aptitude test battery widely utilized in educational and vocational guidance. By measuring distinct cognitive dimensions—such as verbal reasoning, numerical ability, abstract reasoning, and spatial relations—the battery provides a comprehensive aptitude profile that helps counselors guide students toward suitable academic tracks and career choices.

32. (A) I, II and IV only
Standardized aptitude tests feature predictive validity established through longitudinal research, uniform administrative procedures, and content measuring broad underlying cognitive abilities. Unlike achievement tests, aptitude tests do not align directly with specific weekly classroom lesson plans, as they assess accumulated learning capacity and potential rather than recent localized instruction.

33. (B) Focus on specific, narrow domains like mechanical, musical, or clerical abilities
Specialized aptitude tests differ from general aptitude batteries by evaluating specific, well-defined skill domains rather than broad cognitive functioning. Tools measuring mechanical reasoning, musical pitch discrimination, spatial manipulation, or clerical accuracy assess specialized abilities required for success in specific technical fields, trades, or professional occupations following targeted training.

34. (B) Predictive criterion-related validity
When evaluating an aptitude test for student placement or selection, predictive criterion-related validity is the most critical measurement

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290. How does placement testing differ from selection testing?
(A) Selection accepts/rejects applicants; Placement assigns level streams.
(B) Placement rejects applicants; Selection testing assigns class sections.
(C) Selection is non-verbal; Placement is strictly essay examination.
(D) Placement measures genetic IQ; Selection measures physical strength.

291. An English language proficiency test given to incoming international students to stream them into Basic, Intermediate, or Advanced language sections is an example of a:
(A) Placement Test
(B) Terminal Summative Exam
(C) Projective Personality Inventory
(D) Prognostic Speed Test

292. Which of the following statements regarding Placement Tests are correct?
I. They ensure instructional groups are relatively homogeneous regarding entry-level prerequisite skills.
II. They prevent placing students in courses too advanced or too elementary for their current entry skills.
III. They are used to calculate inter-school national sports rankings.
IV. They assess necessary entry behavior and prerequisite mastery.
Select the correct answer using the code given below:
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

293. Placement assessment focuses primarily on determining:
(A) Whether the student possesses prerequisite knowledge for the planned course
(B) The student's socio-economic household status and family income metrics
(C) The teacher's subject pedagogical qualifications and teaching experience
(D) The school building's structural safety and physical facility standards

294. In a differentiated mastery learning system, placement test results allow administrators to:
(A) Fail fifty percent of incoming students automatically upon entry
(B) Assign students directly to tracks matching existing skill levels
(C) Require all students to start at the absolute lowest primary level
(D) Cancel all future instructional planning for incoming student cohorts

295. What is the FIRST essential step in constructing a high-quality educational test?
(A) Writing multiple choice questions immediately for the test
(B) Defining objectives, content domain, and test blueprint
(C) Printing examination booklet copies for all candidates
(D) Administering test items to a national trial population

296. Consider the following scenario:
A school subject department prepares a final examination paper. Review reveals that 90% of questions are taken from a single topic, while remaining major topics are completely unrepresented, despite equal instructional time spent on all topics.
Which crucial test construction tool did the department fail to prepare and follow?
(A) Norm Table specification manual
(B) Table of Specifications blueprint
(C) Item Analysis summary report chart
(D) Standardized Test User Manual scale

297. A Table of Specifications (Test Blueprint) is a two-way grid that aligns:
(A) Course Content Areas with Cognitive Objectives and question weights
(B) Student Roll Numbers with Seat Numbers assigned in exam halls
(C) Teacher Salaries with Years of Experience in education service
(D) Test Difficulty Indices with Standard Deviations of raw scores

298. During the 'Item Writing' phase of test construction, what rule must test developers observe?
(A) Write items aligning with blueprint specs, ensuring clarity and accuracy.
(B) Include complex trick questions containing double meanings for examinees.
(C) Write twice as many options for every item randomly across test papers.
(D) Use exact sentences from study guides without making any modification.

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43. (B) The student has potential in math but may suffer from low motivation or poor study habits.
High performance on a mathematics aptitude test combined with low classroom achievement scores indicates a discrepancy between potential and actual performance. This pattern suggests that while the student possesses the underlying cognitive capacity to master mathematical concepts, external factors such as low motivation, poor study habits, anxiety, or irregular attendance hinder achievement.

44. (A) Both A and R are true and R is the correct explanation of A
The operational distinction between achievement and aptitude tests stems primarily from test purpose and score interpretation rather than isolated item design. Both formats assess knowledge and cognitive skills acquired through environmental interaction; however, aptitude tests utilize this data predictively to forecast future learning capacity under novel conditions.

45. (B) Achievement Tests
Controlled exposure to specific instructional content is a prerequisite for achievement testing. These assessments measure how well learners have mastered explicit learning outcomes taught during a defined instructional unit. Without prior exposure to the specific curriculum materials, scores on achievement tests lose construct validity as measures of learning success.

46. (C) Assessing global capacity to think rationally, act purposefully, and deal effectively
In classical psychometrics, general intelligence is conceptualized as an individual's global capacity to think rationally, act purposefully, and adapt effectively to environmental challenges. Intelligence tests evaluate broad cognitive operations—including abstract reasoning, problem solving, working memory, and verbal comprehension—rather than specific subject matter knowledge learned in school.

47. (A) Both assess cognitive processes like abstract reasoning required for learning.
General intelligence tests and scholastic aptitude tests overlap functionally because both assess fundamental cognitive processes crucial for academic success. Both formats measure abstract reasoning, working memory, logical analysis, and verbal understanding. These cognitive abilities underpin learning capacity across various instructional contexts and predict general academic achievement accurately.

48. (D) I, II and III
Intelligence tests measure overall global mental ability, often represented as a general cognitive factor (g-factor). Aptitude tests assess specific combinations of abilities, such as spatial or numerical reasoning. Both testing formats rely fundamentally on underlying cognitive processing capabilities to evaluate intellectual functioning and learning potential.

49. (B) Non-verbal abstract patterns and spatial reasoning test items
To minimize cultural and linguistic bias, general intelligence tests utilize non-verbal abstract patterns, geometric figures, and spatial reasoning items. By removing verbal requirements, these culture-reduced assessments evaluate fluid reasoning capabilities independently of formal language proficiency, educational background, socio-economic status, or specific cultural experiences across diverse populations.

50. (B) (Mental Age / Chronological Age) $\times$ 100
The Intelligence Quotient (IQ) ratio formula, as formulated by William Stern and refined by Lewis Terman for the Stanford-Binet scale, is calculated by dividing Mental Age (MA) by Chronological Age (CA) and multiplying the resulting quotient by 100 to eliminate decimal expressions.

51. (C) Fluid intelligence involves raw problem-solving; crystallized intelligence reflects acquired knowledge.
Raymond Cattell distinguished between two intelligence dimensions: fluid intelligence involves raw, innate reasoning and problem-solving capacities independent of formal schooling, while crystallized intelligence reflects acquired knowledge, vocabulary, and cognitive skills accumulated through cultural exposure, formal education, and life experiences over time.

52. (A) I, II and IV only
Group intelligence tests enable simultaneous administration to large examinee populations, offering significant efficiency regarding time and administration costs. They rely predominantly on standardized paper-and-pencil or computer-based formats. However, group testing prevents examiners from observing individual behavioral

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112. (A) I, II and III only
Standardized tests undergo rigorous pre-testing, maintain fixed administrative rules, and provide normative tables. Teacher-made tests offer flexible administration and evaluate local classroom goals. Teacher-made tests generally exhibit lower, rather than higher, statistical reliability compared to standardized tests.

113. (B) Utilize objective scoring keys producing consistent scores across markers
Standardized tests differ from teacher-made tests regarding scoring criteria by employing fully objective scoring keys and explicit evaluation rubrics. These standardized procedures yield consistent, reliable scores across different markers and testing centers, eliminating individual evaluator bias.

114. (B) Availability of national or regional comparative norm tables
A unique feature of standardized tests compared to teacher-made tests is the availability of representative national or regional norm tables. These normative statistics allow evaluators to convert raw scores into standardized percentile ranks or standard scores, enabling valid performance comparisons across diverse populations.

115. (B) Teacher-made tests are adaptable and quick; standardized tests are time-intensive.
In terms of cost, development time, and adaptability, teacher-made tests are inexpensive, adaptable, and quick to construct for immediate classroom evaluation. Conversely, standardized tests require substantial financial investment, expert psychometric involvement, and extensive development time for pilot testing, item analysis, and norming.

116. (B) Use standardized aptitude test scores to ensure uniform comparative evaluation
Selecting candidates from diverse educational backgrounds for a competitive merit program requires a standardized aptitude assessment. Internal teacher-made test grades reflect varying grading standards across different schools; standardized tests provide uniform administrative conditions and objective metrics essential for fair, comparative candidate evaluation.

117. (C) Norms: Standardized (Local class average only) vs Teacher-made (National/Regional percentile norms)
The pairing regarding norms is incorrect because it reverses test characteristics. Standardized tests provide national or regional percentile norms derived from representative samples. Conversely, teacher-made tests rely on local classroom performance standards or direct criterion mastery without comparative national norm tables.

118. (B) Teacher-Made Classroom Test
For continuous, day-to-day formative instructional decisions, teacher-made classroom tests are best suited. Their flexibility allows immediate alignment with recently taught unit objectives, providing prompt pedagogical feedback that enables subject teachers to adjust instruction and address immediate student learning gaps effectively.

119. (A) Standardized tests do not assess local customized instructional projects.
A teacher-made test is superior for evaluating specialized classroom project modules because standardized tests cover broad, common curricula and cannot measure unique, localized instructional activities. Teacher-made assessments adapt directly to specific project objectives, customized learning tasks, and unique classroom instruction.

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120. (A) Standardized tests assess broad norms; teacher-made tests evaluate local goals.
Standardized tests and teacher-made tests complement each other in educational systems. Standardized assessments provide comparative normative benchmarks and broad achievement data across regions, while teacher-made tests offer flexible, immediate evaluation aligned with localized classroom instruction and daily formative learning needs.

121. (B) Evaluating performance by comparing scores to a representative reference group
The defining concept of a Norm-Referenced Test (NRT) is evaluating an examinee's performance relative to the scores achieved by a representative reference sample (norm group). Rather than measuring absolute domain mastery, NRTs determine an individual's relative standing, rank, or percentile placement within a comparison group.

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62. (B) Phonemic awareness, decoding skills, reading fluency, and vocabulary
Diagnostic assessments in reading evaluate component micro-skills essential for textual literacy. These include phonemic awareness, grapheme-phoneme decoding, word recognition, reading fluency, and vocabulary comprehension. Isolating specific sub-skill deficits enables reading specialists to address exact functional barriers impairing overall reading comprehension.

63. (A) Educational Diagnostic Test
An educational diagnostic test functions analogously to a medical diagnostic tool. Both systematically evaluate symptoms to isolate underlying operational causes of malfunction. Diagnostic tests analyze student response patterns to locate specific cognitive breakdowns, enabling precise prescriptive interventions similar to medical treatments targeting diagnosed physiological ailments.

64. (A) Both A and R are true and R is the correct explanation of A
Diagnostic tests deliberately incorporate multiple items per micro-concept or sub-skill. High item density is necessary to establish consistent error patterns. Observing repeated mistakes across similar items confirms a underlying conceptual misconception, allowing teachers to rule out random calculation slips or temporary inattention during remediation planning.

65. (B) Identifying learning difficulty areas and performing task analysis
Constructing a diagnostic test begins with identifying key learning difficulty areas and conducting thorough task analysis. Task analysis breaks down complex educational objectives into hierarchical sub-skills and procedural steps. This structural breakdown provides the framework for writing targeted items that isolate specific learning deficits.

66. (B) To reflect common misconceptions and procedural learning errors
In diagnostic test construction, distractors and incorrect options are systematically crafted to mirror common student misconceptions, rules misapplications, and calculation errors. Analyzing which specific incorrect response a student selects allows educators to identify exact cognitive misconceptions and adjust remedial instruction accordingly.

67. (B) Items of varied difficulty targeted at identifying specific error types
Diagnostic tests utilize items selected for their capacity to reveal specific conceptual and procedural errors rather than statistical difficulty indices. Item difficulty varies depending on the targeted sub-skill, ensuring that questions effectively isolate non-mastery across all operational stages of a learning task.

68. (A) I and II only
Effective diagnostic tests represent sub-skills through multiple items to ensure reliable error identification and order items sequentially based on learning hierarchies. Rigid time limits should be avoided, as diagnostic assessments focus on evaluating underlying cognitive understanding rather than processing speed or fluency under stress.

69. (B) Qualitative diagnosis of error types rather than total score totals
Diagnostic test items prioritize qualitative evaluation of error patterns over aggregate numerical scores. Designed to reveal precise cognitive missteps and rule misapplications, item responses provide actionable pedagogical data that guides individualized instructional remediation rather than candidate ranking or grading.

70. (B) It breaks down complex objectives into component sub-skills.
Task analysis is crucial in diagnostic test construction because it deconstructs complex learning objectives into underlying component sub-skills and sequential steps. This detailed structural mapping enables test developers to construct targeted items that isolate precisely where a student's cognitive processing or procedural skill breaks down.

71. (A) Conceptual misunderstandings from computational errors
In mathematics diagnostic testing, items are structured to distinguish underlying conceptual misunderstandings from simple computational slips. Isolating whether a student fails an item due to misinterpreting mathematical principles or making minor arithmetic errors ensures that subsequent remedial teaching addresses the actual source of difficulty.

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nuances, rapport building, or qualitative anxiety indicators directly.

53. (B) Raven's Progressive Matrices
Raven's Progressive Matrices is a classic non-verbal, culture-reduced test of general intelligence. Requiring examinees to identify missing visual patterns within abstract matrix series, the instrument measures fluid reasoning and abstract problem-solving capacity without relying on language proficiency or specific cultural knowledge backgrounds.

54. (B) An IQ score does not capture all dimensions of adaptive behavior and success.
An Intelligence Quotient score should never be used in isolation for educational decision-making because static cognitive scores fail to capture adaptive functioning, practical problem-solving, emotional maturity, creativity, or social intelligence. Comprehensive educational placement decisions require multi-dimensional assessment data, including academic history, adaptive behavior metrics, and observational records.

55. (B) A test designed to identify specific learning difficulties and conceptual gaps
A diagnostic test in education is an assessment instrument specifically constructed to identify learning difficulties, conceptual gaps, and procedural errors. By isolating specific cognitive breakdowns within a subject, diagnostic tests provide detailed qualitative profiles that guide teachers in designing targeted instructional remediation to resolve learning hurdles.

56. (B) Direct the department to construct and administer a Diagnostic Test
When students demonstrate widespread failure on complex topics without clear explanations from general scores, administrators should order diagnostic testing. A diagnostic assessment breaks down complex skill domains into component sub-skills, pinpointing exact conceptual misunderstandings and procedural errors so that teachers can design effective targeted remedial instruction.

57. (B) Diagnostic tests focus intensely on specific sub-skills and micro-steps.
Diagnostic tests differ from summative achievement tests by focusing on narrow content domains with high item density per sub-skill. While summative tests evaluate overall course mastery to assign grades, diagnostic assessments examine prerequisite micro-steps to isolate specific cognitive errors, offering actionable feedback without ranking students.

58. (B) During or following instruction whenever learning hurdles are identified
Diagnostic tests are administered during or immediately following instructional units whenever persistent learning hurdles, errors, or skill deficits emerge. Timely administration allows educators to identify specific conceptual breakdowns promptly and implement targeted remedial strategies before unaddressed learning gaps hinder progress in advanced topic units.

MCQGPT

59. (B) Detailed profiles highlighting specific mastery and non-mastery of skills
Diagnostic tests yield detailed skill profiles highlighting specific sub-skills mastered and missed. Instead of producing single composite marks or normative percentile ranks, diagnostic output provides qualitative and quantitative breakdowns of procedural errors, enabling teachers to address specific cognitive gaps directly through structured instructional interventions.

60. (A) Formulate targeted remedial teaching strategies and corrective interventions
Identifying persistent learning errors through diagnostic testing aims to inform remedial instruction. Pinpointing exact locations and underlying causes of student errors allows educators to design targeted instructional interventions, re-teach problematic sub-concepts using alternative pedagogical approaches, and support struggling learners in achieving subject mastery.

61. (B) Diagnostic tests are designed to rank order students from highest to lowest score.
Diagnostic tests are criterion-referenced assessments designed to isolate learning deficits rather than rank order students along a normative curve. Ranking candidates requires score variance across broad content, whereas diagnostic tools focus on pinpointing specific skill non-mastery to guide remediation regardless of relative group standings.

re-assessment to verify gap closure and skill mastery.

82. (B) It has uniform procedures for administration, scoring, and norming.
Standardized tests are characterized by uniform procedures for administration, objective scoring guidelines, and normative tables derived from representative population samples. Standardized directions, fixed time limits, and explicit evaluation keys ensure that testing conditions remain identical for all examinees, enabling valid score comparisons across different settings.

83. (B) Standardized instructions, objective scoring keys, and item pre-testing
Standardized tests ensure measurement objectivity by utilizing uniform administrative directions, objective scoring keys, and thoroughly pre-tested items. Rigorous item development and explicit scoring rules eliminate evaluator subjectivity, ensuring that test scores reflect candidate ability consistently regardless of testing locations or evaluators.

84. (A) Both A and R are true and R is the correct explanation of A
Standardized tests enable valid performance comparisons across different schools and regions because they are administered under uniform testing conditions and evaluated against standardized norms. Establishing consistent administrative rules and representative norm tables eliminates contextual confounding variables, allowing objective performance comparisons across diverse examinee populations.

85. (C) High variability in scoring criteria based on individual teacher judgment
Standardized tests are defined by fixed administration procedures, established reliability and validity metrics, and representative norm tables. Subjective variability in scoring criteria based on individual teacher judgment directly contradicts standardized testing principles, which demand objective, uniform scoring keys to guarantee measurement consistency.

86. (B) Empirical summary statistics from sample groups used for comparison
In educational and psychological testing, norms represent empirical summary statistics derived from administering a standardized test to a large, representative reference sample. These normative tables provide comparative context—such as percentile ranks or standard scores—allowing evaluators to interpret individual performance relative to a broader population.

87. (B) Subject matter specialists and measurement psychometricians
Standardized achievement tests are constructed through professional collaboration between subject matter specialists and psychometricians. This expert development process involves drafting detailed specification blueprints, conducting pilot testing on representative samples, performing statistical item analysis, establishing validity and reliability metrics, and generating population norms.

88. (A) I and II only
Standardized tests feature invariant administrative directions, fixed time limits, and objective scoring keys independent of evaluator personal bias. However, their content is designed to assess broad curriculum domains common across schools rather than tailored to local, daily lesson plans of individual classrooms.

89. (B) Higher statistical reliability, construct validity, and norming
Standardized tests exhibit higher statistical reliability, verified construct validity, and comparative norming than informal teacher-made tests. Developed by measurement experts and subjected to empirical try-outs and item analysis, standardized assessments minimize error variance and support valid score interpretations across varied populations.

90. (A) Uncontrolled testing time alters the construct and invalidates norms.
Strictly adhering to prescribed time limits during standardized test administration is essential because altering testing time changes the measured construct and invalidates normative score comparisons. Standardized norms are established under fixed time parameters; changing administrative duration introduces uncontrolled variance, rendering normative score conversions invalid.

91. (B) Defining test objectives, content domains, and table of specifications
The first step in standardizing an educational test involves defining test objectives, mapping content domains, and preparing a detailed table of

MCQGPT

132. (A) I, II and IV only
Criterion-Referenced Tests measure specific domain competencies, report performance as mastery thresholds, and support competency-based assessment. However, score interpretation in CRTs is completely independent of peer performance, as achievement is judged against absolute learning standards rather than relative group distributions.

133. (B) To determine if a student acquired specific course standards
The primary purpose of administering a Criterion-Referenced Test is to determine whether individual students have acquired specific knowledge, skills, and course learning standards. By assessing direct domain mastery, CRTs inform formative teaching, track objective attainment, and certify competency without reference to peer performance rankings.

134. (B) Every student receives a mastery designation, as peer comparisons are irrelevant.
In a Criterion-Referenced Test, if all students demonstrate 100% mastery of specified learning outcomes, every student receives a mastery designation. Because CRTs measure performance against absolute standards rather than peer group distributions, score variance is unnecessary, and high class-wide achievement reflects successful instructional delivery.

135. (A) A typing test requiring 40 words per minute with 95% accuracy to pass
A typing speed examination requiring 40 words per minute at 95% accuracy represents a classic Criterion-Referenced evaluation. Performance is judged against an explicit, absolute competency standard required for certification, regardless of how other examinees perform on the same task.

136. (B) Criterion-Referenced Evaluation
Setting a standard requiring primary students to read 60 words per minute correctly with comprehension represents a Criterion-Referenced evaluation framework. Student performance is evaluated against an explicit, absolute functional benchmark rather than compared against peer group averages or normative percentile rankings.

137. (B) Direct alignment with specific domain standards, regardless of difficulty
Item selection for Criterion-Referenced Tests is guided primarily by direct alignment with specific domain standards and instructional objectives. Items are retained based on content validity and relevance to target learning outcomes, regardless of statistical difficulty indices or discrimination capability among examinees.

138. (A) Competency-Based Education and Mastery Learning
Criterion-Referenced Tests are fundamental to competency-based education and mastery learning frameworks. These instructional models require learners to demonstrate proficiency on explicit learning standards before advancing. CRTs provide direct measures of domain attainment necessary to certify mastery and identify specific sub-skills requiring further instruction.

139. (B) Direct breakdown of specific competencies mastered and missed
Feedback from Criterion-Referenced Tests is presented as a detailed breakdown highlighting specific competencies mastered and missed. Reporting performance against clear learning objectives provides actionable diagnostic data for students and teachers, facilitating targeted instructional adjustments without relying on comparative peer rankings.

140. (B) Detailed sampling of items focused on specific learning tasks
A typical feature of a Criterion-Referenced Test is detailed item sampling focused on specific, well-defined learning tasks. By incorporating multiple items targeting concrete learning objectives, CRTs provide reliable measures of whether an examinee has achieved absolute mastery across specific curriculum sub-domains.

141. (A) NRT compares performance against peers; CRT compares performance against fixed domain standards.
The primary distinction between Norm-Referenced Tests (NRT) and Criterion-Referenced Tests (CRT) lies in performance interpretation. NRTs evaluate an examinee's performance relative to a peer comparison group along a distribution curve, whereas CRTs assess achievement against fixed, absolute domain standards independent of peer performance.

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teaching adjustments and continuous formative evaluation.

102. (B) High flexibility and alignment with local classroom teaching goals
The primary advantage of teacher-made tests lies in their flexibility and direct alignment with local classroom instruction. Unlike standardized assessments covering broad national curricula, teacher-made tests can adapt instantly to evaluate specific unit objectives, unique pedagogical approaches, and recent classroom learning activities.

103. (A) Formative continuous assessment and unit testing
Teacher-made tests are most commonly utilized for continuous formative assessment and unit testing. They provide immediate pedagogical feedback, allowing teachers to monitor student progress, evaluate recent instruction, identify learning gaps, assign routine marks, and adjust instructional strategies to meet immediate classroom needs.

104. (A) Both A and R are true and R is the correct explanation of A
Teacher-made tests often exhibit lower statistical reliability than standardized tests because they are constructed quickly for immediate classroom use without undergoing formal pilot testing, empirical item analysis, or norming procedures. This lack of psychometric refinement increases measurement error and score variability across administrations.

105. (B) Vulnerability to teacher subjectivity and unverified score reliability
A major limitation of informal teacher-made tests is their vulnerability to subjective grading bias and unverified statistical reliability. Constructed without formal item pre-testing or psychometric verification, these assessments may contain item ambiguity, uneven content coverage, and unstandardized scoring criteria that affect measurement precision.

106. (B) A systematically designed blueprint reflecting instructional objectives
A well-constructed teacher-made test should be based on a systematically designed blueprint that aligns items with specific instructional objectives and content weights. Utilizing a test blueprint ensures balanced content sampling, appropriate cognitive depth, and high content validity for evaluating classroom learning.

107. (B) Monitor student progress and modify instructional techniques accordingly
Teacher-made tests assist educators by offering continuous data regarding student learning progress. Regular classroom evaluation enables teachers to identify unmastered concepts, evaluate the success of recent pedagogical methods, and adjust instructional strategies to address student learning needs effectively.

108. (A) I and II only
Teacher-made tests are tailored to local classroom contexts and offer quick construction and scoring for immediate instructional feedback. However, they lack national percentile norm tables, as their purpose is localized classroom evaluation rather than population-wide comparative ranking.

109. (B) Conduct teacher workshops on test construction and blueprint preparation
School leaders can enhance the quality of teacher-made assessments by conducting professional development workshops on test construction, item writing guidelines, and blueprint preparation. Training faculty in measurement principles improves item clarity, content coverage, and scoring objectivity across internal school examinations.

MCQGPT

110. (A) Criterion-referenced internal classroom evaluation
Teacher-made tests are predominantly utilized for criterion-referenced internal classroom evaluation. They assess whether individual students have mastered specific learning standards taught during recent instructional units, serving local progress monitoring rather than national normative ranking.

111. (A) Standardized tests assess broad goals; teacher-made tests assess specific local goals.
Standardized tests and teacher-made tests differ in their target objectives. Standardized assessments measure broad educational outcomes common across diverse school systems. Teacher-made tests evaluate specific, localized learning objectives, recent classroom instruction, and unique unit content tailored to a particular group of students.

72. (A) I, II and III only
Diagnostic tests utilize items based on common error patterns, allow ample completion time to prevent speed contamination, and generate sub-scores for micro-abilities. High discrimination indices are not required, as items are selected for diagnostic utility regarding specific learning deficits rather than score variance.

73. (B) By pinpointing precise learning deficits so targeted instruction can occur
Diagnostic test results inform remedial teaching by identifying specific cognitive deficits, misconceptions, and unmastered sub-skills. Armed with explicit diagnostic profiles, teachers can construct targeted instructional activities that address exact learning hurdles without wasting instructional time re-teaching concepts students have already mastered.

74. (B) It re-teaches content using the same instructional method that caused failure.
Remedial teaching is least effective when educators simply repeat original instructional methods that previously failed to produce understanding. Effective remediation requires alternative pedagogical approaches, varied visual or manipulative representations, differentiated instructional paces, and diagnostic feedback to resolve underlying conceptual barriers successfully.

75. (B) Delivering targeted remedial instructional modules
Following diagnostic test administration and detailed error analysis, the diagnostic-remedial cycle proceeds immediately to delivering targeted remedial instruction. Teachers implement tailored pedagogical activities, alternative representations, and differentiated practice exercises designed specifically to correct identified conceptual misconceptions and fill skill gaps.

76. (B) Conduct target practice addressing intervening prepositions and verbs
When diagnostic data isolates a specific grammatical error pattern—such as subject-verb agreement failure caused by intervening plural nouns—the remedial response must directly target that identified mechanism. Instructors should design focused practice exercises clarifying subject-verb relationships amidst intervening prepositional phrases and distractor words.

77. (B) Diagnostic-guided, differentiated, and structured learning tasks
Effective remedial instruction relies on diagnostic data to deliver structured, differentiated learning tasks tailored to individual learning gaps. By utilizing alternative pedagogical strategies, concrete examples, and continuous formative feedback, targeted remediation resolves specific cognitive hurdles more effectively than whole-class instruction.

78. (B) Re-testing assesses remedial effectiveness and closes learning gaps.
Re-testing plays a critical role in the diagnostic-remedial cycle by evaluating the effectiveness of targeted remedial instruction. Administering a follow-up assessment verifies whether conceptual errors have been corrected, ensures target learning gaps are closed, and confirms that students have attained necessary mastery before progressing.

79. (A) Categorize errors into systematic cognitive errors versus random slip-ups
Error analysis derived from diagnostic tests enables teachers to distinguish systematic cognitive errors from random carelessness. Identifying systematic misconceptions—such as misapplying mathematical rules—allows educators to address the underlying cognitive logic driving student mistakes through targeted remedial instruction.

80. (B) Bring struggling students up to expected standards of achievement
A well-designed remedial teaching program based on diagnostic evaluation aims to support struggling learners in overcoming specific learning hurdles. By addressing conceptual gaps and procedural deficits through targeted instruction, remediation helps students attain standard curriculum objectives and keep pace with expectations.

81. (B) Identification of Difficulty → Constructing & Administering Diagnostic Test → Error Analysis → Targeted Remedial Teaching → Re-assessment
The Diagnostic-Remedial Cycle follows a systematic operational sequence: identifying learning difficulty areas, constructing and administering a diagnostic test, analyzing response patterns and error types, delivering targeted remedial teaching, and conducting

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122. (B) Percentile rank or Z-score indicating relative group standing
Performance on Norm-Referenced Tests is typically reported using relative metrics, such as percentile ranks, Z-scores, T-scores, or stanines. These normalized scores indicate how an individual examinee performed relative to the comparison norm group rather than specifying the percentage of absolute curriculum domain content mastered.

123. (B) Ranking students and selecting top candidates for limited seats
The primary administrative purpose of Norm-Referenced Tests is to rank order examinees along a normal distribution curve to select top candidates for limited seats, scholarships, or selective programs. NRTs maximize score variance, allowing administrators to discriminate effectively between high and low performers during competitive selection.

124. (A) Both A and R are true and R is the correct explanation of A
Norm-Referenced Tests are constructed to yield a wide distribution of scores along a normal bell curve. Maximizing individual score variance is essential for NRTs because their primary purpose is to discriminate effectively between examinees and establish precise relative rankings within a comparison population.

125. (A) It maximizes score variance and discrimination among test takers.
In Norm-Referenced Testing, items with a difficulty index near P = 0.50 (50% passing) are ideal because they maximize score variance and item discrimination. Items answered correctly by half the examinees optimize statistical spread, helping separate higher-performing examinees from lower-performing examinees effectively.

126. (B) The student scored equal to or higher than 85 percent of peers.
Scoring at the 85th percentile on a norm-referenced examination indicates that the candidate performed equal to or better than 85 percent of examinees in the representative reference norm group. It reflects relative standing within the population rather than answering 85 percent of test items correctly.

127. (A) National competitive entrance examinations with limited seat capacities
National competitive entrance examinations for limited university seats represent classic Norm-Referenced evaluation setups. These assessments aim to rank examinees relative to one another along a distribution curve, selecting top candidates based on percentile standings rather than evaluating simple pass-fail criterion benchmarks.

MCQGPT

128. (A) I and II only
Norm-Referenced Tests emphasize inter-individual differences and prioritize items with average difficulty and high discrimination. However, judging performance against fixed learning outcomes independent of peer performance describes Criterion-Referenced evaluation rather than Norm-Referenced evaluation.

129. (A) They fail to show if students have mastered functional skills, regardless of rank.
A primary educational criticism of relying exclusively on Norm-Referenced Tests in primary education is that relative rankings fail to indicate whether students have acquired essential functional literacy and numeracy skills. An examinee may rank high relative to a low-performing peer group while still lacking foundational domain mastery.

130. (B) A clearly defined, relevant, and representative reference norm group
Interpreting Norm-Referenced Test scores requires a clearly defined, relevant, and representative reference norm group. Because performance is judged relative to peer achievement, the normative sample must accurately reflect the demographic and educational characteristics of the population being evaluated to ensure valid score comparisons.

131. (B) Evaluating performance against an absolute domain criterion standard
The core concept of a Criterion-Referenced Test (CRT) is evaluating individual performance against a predetermined, absolute criterion standard or domain objective. Rather than comparing scores among examinees, CRTs determine whether a learner has attained specific knowledge, competencies, or performance benchmarks outlined in the curriculum.

specifications. Establishing structural blueprints guides item construction, ensuring balanced domain sampling, appropriate cognitive depth, and alignment with intended measurement goals.

92. (D) I, II, III and IV
The standardization process involves drafting item pools with expert review, conducting pilot try-outs on representative samples, performing item analysis to determine difficulty and discrimination indices, and finalizing norm tables alongside reliability and validity documentation.

93. (B) To gather item analysis data to refine and select effective test items
The primary purpose of conducting a pilot try-out during test standardization is to gather empirical item analysis data. Pilot results allow psychometricians to calculate item difficulty and discrimination indices, identify ambiguous phrasing or ineffective distractors, and select high-quality items for the final standardized form.

94. (B) It has a negative or near-zero discrimination index
During item analysis, an item is rejected or modified if it yields a negative or near-zero discrimination index. A negative discrimination index indicates that low-performing examinees answered the item correctly more frequently than high-performing examinees, signaling item ambiguity, incorrect scoring keys, or misleading distractors.

95. (B) A large, representative, and randomly selected population sample
Establishing accurate norms during test standardization requires administering the finalized test to a large, randomly selected, and representative population sample. The sample must mirror target demographic factors—such as region, gender, and socio-economic background—ensuring that normative tables provide valid reference comparisons for individual test scores.

96. (B) Flawed and invalid, because the trial sample was small and non-representative
Developing norm tables based on a pilot try-out of only 15 students from a single urban private school represents a flawed standardization process. Small, homogenous samples fail to capture population diversity, generating biased, invalid normative data that cannot support state-wide performance comparisons.

97. (B) Calculating statistical consistency measures like split-half coefficients
Establishing statistical reliability during test standardization involves calculating consistency measures, such as split-half reliability coefficients, test-retest correlations, or internal consistency metrics like Cronbach's alpha. These quantitative evaluations confirm that the test yields stable, consistent score results across administrations and equivalent forms.

98. (B) Following pilot testing and item analysis evaluation
Item revision in standardized test development occurs following pilot try-outs and empirical item analysis. Psychometricians analyze difficulty indices, discrimination parameters, and distractor performance data to modify, refine, or replace defective test items before assembling the final operational test version.

99. (A) Because items are continually revised using empirical pilot data.
Standardization is an iterative process because test items undergo repeated cycles of drafting, empirical pilot testing, statistical item analysis, and refinement. Reviewing empirical performance metrics allows developers to modify or eliminate weak items continuously until the assessment meets rigorous reliability, validity, and psychometric standards.

100. (B) Planning & Blueprint → Item Writing → Pilot Try-out → Item Analysis → Final Form Assembly → Norming & Manual Preparation
Standardizing an educational test follows a strict sequential progression: initial planning and blueprint development, item drafting, pilot try-outs on representative samples, statistical item analysis, final form assembly, and norming alongside manual preparation.

101. (A) A test constructed by a teacher to evaluate specific classroom learning
A teacher-made test is an informal assessment instrument developed by classroom instructors to evaluate student attainment of localized learning objectives. Tailored to specific unit plans and recent classroom instruction, these tests provide immediate feedback to guide daily

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142. (D) NRT goal: Measure individual diagnostic gaps; CRT goal: Rank students across national merit lists.
The contrast statement is incorrect because it reverses test functions. The primary goal of Norm-Referenced Tests is to rank examinees across distribution curves for selection, whereas the primary goal of Criterion-Referenced Tests is to measure domain mastery and identify specific diagnostic gaps for instructional remediation.

143. (A) NRT seeks items near P = 0.50; CRT includes items matching targeted learning objectives.
In test construction, NRT item selection prioritizes items with difficulty indices near P = 0.50 to maximize score variance and candidate discrimination. Conversely, CRT item selection focuses entirely on curriculum matching, including items directly tied to target learning objectives regardless of whether item difficulty is easy or hard.

144. (A) Both A and R are true and R is the correct explanation of A
Criterion-referenced test scores remain unaffected by peer performance levels because achievement is measured against predetermined, absolute educational standards. The evaluation framework judges individual performance exclusively on domain mastery, making student status completely independent of peer group score distributions.

145. (B) Selecting top 100 candidates out of 10,000 for a fixed scholarship
Selecting the top 100 candidates from 10,000 applicants for fixed scholarships requires a Norm-Referenced Test. Because the administrative goal is ranking applicants and discriminating relative performance across a distribution curve to allocate limited rewards, an NRT framework is required over absolute criterion measures.

146. (A) Norm-Referenced — Percentile Rank (PR)
The pair correctly matches Norm-Referenced evaluation with its standard reporting metric, the Percentile Rank (PR). Percentile ranks indicate relative group standing along a normal distribution curve, which aligns directly with NRT principles of comparing examinee performance against a representative reference sample.

147. (A) CRT shows specific skills learned; NRT shows only relative group standing.
Criterion-Referenced Test results are more actionable for daily instructional adjustments because they specify exactly which learning objectives and sub-skills a student has mastered or missed. Conversely, Norm-Referenced Tests yield aggregate relative standings that fail to identify specific conceptual gaps needing classroom remediation.

148. (D) I, II and III
Licensing examinations represent Criterion-Referenced evaluation because candidates must demonstrate absolute competency to practice safely. Competitive scholarship exams selecting limited candidates are Norm-Referenced. Both assessment models can utilize identical item formats, such as multiple-choice questions, while differing in score interpretation.

149. (A) Norm-Referenced Tests
Score variability is an essential statistical requirement for Norm-Referenced Tests. NRTs depend on score variance along a distribution curve to discriminate among test takers and establish precise relative rankings. Without score spread, an NRT cannot differentiate high performers from low performers effectively.

MCQGPT

150. (B) Criterion-Referenced Test
An assessment that measures student achievement against explicit learning outcomes without reference to peer performance is classified as a Criterion-Referenced Test. Performance is evaluated strictly on absolute domain mastery, determining whether the learner has met predetermined educational benchmarks outlined in the curriculum framework.

151. (B) It has a predetermined key eliminating subjective marker bias
The defining characteristic of an objective-type test item is the presence of a predetermined scoring key that eliminates subjective evaluator bias. Because the correct answer is explicitly defined prior to administration, different markers or automated scoring devices arrive at identical scores for any given completed test response.

152. (A) I, II and IV only
Objective-type tests offer high scoring reliability, enable broad curriculum sampling in minimal testing time, and require skill to construct.

174. (B) Higher chance of guessing (50% vs 25%) introduces random error.
True/False items are less statistically reliable per item than four-option MCQs because their binary format carries a 50% random guessing probability compared to 25% in MCQs. Higher guessing probability introduces random error variance into test scores, reducing overall internal consistency metrics unless test length is increased.

175. (A) Use modified True/False items requiring examinees to correct false statements
Test developers can improve the construct validity of True/False assessments by utilizing modified True/False formats. Requiring examinees to identify false statements and supply correct replacement terms or explanations reduces random guessing, encourages higher-level processing, and verifies actual domain understanding.

176. (B) The items contain determiners allowing guessing without knowledge.
The Principal should point out that relying on absolute determiners like "always," "completely," and "never" ruins item validity. Test-wise students recognize these absolute terms as indicators of false statements, enabling them to answer correctly through clue deduction rather than actual subject knowledge.

177. (A) They confuse examinees and measure reading ambiguity rather than subject mastery.
Double-barreled statements containing two separate assertions where one part is true and the other false should be strictly avoided in True/False items. They introduce ambiguity, measuring reading logic and test-wiseness rather than clear domain understanding, which damages item construct validity.

178. (A) They increase reading load and test grammar rather than content knowledge.
Negative and double-negative statements should be avoided in True/False items because they increase cognitive reading load and create linguistic confusion. Solved through grammatical parsing rather than content knowledge, double negatives measure verbal comprehension speed rather than target subject achievement.

179. (B) Simple factual relationships, definitions, or binary choices
True/False items are best suited for evaluating simple factual relationships, standard definitions, categorical distinctions, and clear binary choices. Their simple structure allows rapid assessment of basic recall and foundational concept identification across extensive curriculum content in minimal testing time.

180. (C) Two-choice True/False Item
The two-choice True/False item format exhibits the highest susceptibility to score inflation from pure random guessing. With only two available options, examinees have a 50% mathematical chance of guessing correctly on any given item without possessing underlying subject domain knowledge.

181. (B) Premise column and Response column options
A standard Matching-type test exercise consists of two structural columns: the premise column on the left and the response column on the right. Examinees read each premise item and select the corresponding associated term, definition, or symbol listed in the response column.

182. (B) Ensure the response column contains more options than premise column.
To prevent examinees from solving matching exercises through simple elimination, test writers should ensure the response column contains more options than the premise column. Alternatively, directions should state that responses can be used more than once, maintaining difficulty across all matching items.

183. (A) All premises and responses belong to the same logical content domain.
Homogeneity in matching exercises requires that all premises and responses within a single test block belong to the same logical content domain, such as matching historical events with dates or scientific terms with definitions. Heterogeneous mixes allow examinees to eliminate plausible options easily through context cues.

184. (A) Both A and R are true and R is the correct explanation of A
Matching exercises must utilize homogeneous content within each test block. Heterogeneous matching blocks combine unrelated domains, allowing test-wise examinees to rule out obvious

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163. (B) Present a single, clear, and complete cognitive problem in the stem
When drafting the stem of a multiple-choice question, test writers must present a single, clear, and complete cognitive problem. The stem should contain all necessary context so examinees understand the question before reading the options, avoiding irrelevant background details, complex phrasing, or unhighlighted negative words.

164. (A) Both A and R are true and R is the correct explanation of A
MCQ distractors must be plausible and grammatically parallel to the stem. Implausible options or grammatical discrepancies create unintentional test clues, enabling test-wise examinees to eliminate incorrect alternatives through structural deduction rather than demonstrating actual subject domain knowledge.

165. (B) Correct answer length flaw
When a multiple-choice option is noticeably longer, more detailed, or more qualified than the distractors, it exhibits the correct answer length flaw. Test writers often add qualifications to ensure the key is unambiguously correct, inadvertently cueing test-wise examinees to select the longest option.

166. (A) They encourage guessing and compromise statistical item validity.
Excessive use of options like "All of the above" or "None of the above" compromises item validity. "All of the above" allows examinees recognizing only two correct options to guess the key easily, while "None of the above" measures error recognition without verifying whether examinees know the actual correct answer.

167. (B) 25% (0.25)
In a standard four-option multiple-choice question containing one correct key and three distractors, the mathematical probability of selecting the correct answer through pure random guessing is 1 out of 4, which equals 25 percent (0.25).

168. (A) I and II only
Effective MCQ construction guidelines require maintaining uniform option lengths and avoiding overlapping numerical ranges. Placing grammatical clues in the stem that point toward singular or plural keys is an item writing flaw that should be avoided to prevent test-wiseness cues.

169. (A) An option repeating exact words or phrases contained in the question stem
A stem-faced key clue occurs when a multiple-choice option repeats identical words, distinctive phrases, or structural syntax featured in the question stem. This structural flaw provides an unintentional association clue, enabling examinees to identify the correct answer key without underlying subject understanding.

170. (B) They present novel scenarios requiring examinees to apply principles
Multiple-choice questions effectively evaluate higher-order cognitive skills like application and analysis when stems present novel scenarios, data sets, or concrete cases. Requiring examinees to apply principles to unfamiliar problems tests genuine analytical reasoning rather than simple rote memorization of textbook examples.

171. (B) It presents a statement for examinees to judge as true or false.
The defining structural characteristic of a True/False test item is presenting a declarative statement for examinees to evaluate as true or false. This binary selection format measures whether learners can identify correct factual relationships, simple definitions, or basic principles within a subject domain.

172. (A) I, II and IV only
True/False items have a 50% guessing probability, enable broad syllabus coverage quickly, and are ruined by ambiguous phrasing. However, they are poorly suited for evaluating complex synthesis and evaluation competencies, which require multi-faceted reasoning and supply-type or extended response formats.

173. (A) Absolute words like "always" or "never" indicating false statements
Determiner clues in True/False items refer to absolute qualifiers such as "always," "never," "completely," or "all." Test-wise examinees recognize that few generalizations in academic domains are universally absolute, allowing them to guess correctly that statements containing such extreme determiners are usually false.

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must exercise subjective judgment to determine whether unexpected student responses satisfy the key criteria, introducing minor inter-scorer variance.

196. (B) Redesign item so the blank requires a precise, unique key word
The Head of School should advise the teacher to redesign the item so the sentence context demands a precise, unique key word. Vague prompts like "a very big living thing" accept numerous correct answers, compromising measurement precision and scoring consistency unless reworded specifically.

197. (B) Near or at the end after context is set
In completion-type test items, the blank space should ideally be placed near or at the end of the sentence prompt. Setting the context first allows examinees to read and understand the problem completely before encountering the blank, improving clarity and efficiency during assessment.

198. (A) They require compute-and-supply numerical answers, reducing guessing.
Completion-type items are effective in mathematics and science assessments because they require examinees to compute and supply exact numerical values, formulas, or scientific terms. Eliminating provided response options removes random guessing, ensuring that correct answers demonstrate actual computational and problem-solving mastery.

199. (B) Specify unit measures and numerical precision required for the blanks.
To maintain consistent scoring standards for completion items in quantitative subjects, test writers must explicitly specify required unit measures, rounding rules, and numerical precision within the item prompt. Clear instructions ensure uniform response formats, facilitating objective grading across all completed answer scripts.

200. (B) Recall memory and production
Supply-type completion items differ fundamentally from selection-type MCQs because they assess memory recall and response production rather than visual recognition memory. Examinees must retrieve specific domain knowledge from memory and generate correct text responses without relying on provided options.

201. (B) It requires examinees to write responses in their own words.
The defining characteristic of an essay-type test item is that it requires examinees to compose written responses in their own words. Rather than selecting options from a list, examinees must retrieve, organize, integrate, and express domain knowledge independently to answer the prompt.

202. (B) Synthesis and critical evaluation
Essay-type tests are uniquely suited for evaluating higher levels of Bloom's Taxonomy, particularly synthesis, critical evaluation, and complex analysis. They require examinees to assemble diverse concepts, construct logical arguments, evaluate evidence, and articulate original conclusions within structured written compositions.

203. (B) Subjectivity in scoring and limited content coverage
The greatest weaknesses of essay-type examinations are scoring subjectivity and limited content coverage. Because grading depends on individual evaluator interpretation, marks are vulnerable to scorer bias and halo effects. Additionally, extended writing times sample fewer syllabus topics per examination hour, reducing content validity.

MCQGPT

204. (A) Both A and R are true and R is the correct explanation of A
Scoring essay questions is vulnerable to halo effects, handwriting quality bias, and evaluator fatigue. Because essay items lack fixed single-option scoring keys, responses require qualitative interpretation, allowing individual evaluator subjective preferences to introduce measurement variance across graded answer papers.

205. (A) Evaluator general impression influences specific essay marks.
The halo effect during essay grading occurs when an evaluator's general impression of a student—or performance on prior questions—influences the mark awarded for subsequent essay responses. Positive or negative expectations alter evaluator objectivity, producing biased scores unreflective of actual response quality.

incorrect matches across context boundaries and inflate scores through structural elimination rather than subject domain knowledge.

185. (A) Premises (longer text) on the left; Responses (shorter terms) on right
Recommended structural formatting for matching items places longer text descriptions or premises in the left column and shorter terms or responses in the right column. This layout allows examinees to read the longer premise once and scan the short response list efficiently, reducing search time.

186. (B) Associations between related ideas like terms, dates, and functions
Matching exercises are exceptionally efficient for assessing knowledge of associations between related concepts. They evaluate relationships such as terms and definitions, historical figures and events, symbols and elements, or tools and functions, measuring large volumes of associative knowledge within concise test formats.

187. (B) Entirely on the same single page to avoid reading confusion
All items belonging to a single matching exercise block should be printed entirely on the same single page. Splitting premises and responses across pages forces examinees to flip back and forth, creating cognitive distraction, increasing clerical error potential, and wasting testing time during examination sessions.

188. (A) I and II only
Effective matching items require short premise lists (5 to 8 items) and explicit instructions regarding response usage options. Combining heterogeneous topics within the same matching block is a test construction flaw that allows examinees to eliminate choices across domain boundaries easily.

189. (B) It causes cognitive overload and lacks logical response balance.
A matching exercise containing 10 premises and only 3 responses is structurally defective because it creates cognitive overload and lacks logical balance. Repeating three response options across ten premises increases ambiguity and confusion, impairing the assessment's ability to evaluate specific associative knowledge clearly.

190. (A) So examinees can quickly scan options without re-reading long sentences.
Placing brief terms in the right-hand Response column optimizes cognitive processing during matching assessments. Examinees read the detailed Premise on the left once and scan the short options on the right quickly, minimizing reading fatigue and focusing time on evaluating correct concept associations.

191. (B) Supply-type objective items
Fill-in-the-blank (completion) test items belong to the supply-type category of objective questions. Unlike selection-type items that present options for recognition, completion items require examinees to recall specific knowledge from memory and supply the correct word, phrase, or numerical answer independently.

192. (A) I, II and IV only
Completion items reduce guessing by requiring recall, benefit from placing blanks near sentence ends, and require unambiguous answer keys. However, including 4 or 5 blanks in a single sentence creates over-blanking, destroying sentence context and measuring puzzle-solving rather than subject mastery.

193. (A) Over-blanking leading to complete loss of contextual sentence meaning
Inserting numerous blanks into a single completion sentence creates an over-blanking structural error. Over-blanking destroys sentence context, turning the test question into an ambiguous guessing puzzle that evaluates sentence decoding skills rather than specific subject domain knowledge.

194. (A) They cue examinees whether the answer begins with a vowel or consonant sound.
Placing articles like "a" or "an" immediately before a fill-in-the-blank space provides grammatical clues regarding the target answer. Test-wise examinees recognize that "an" requires a response starting with a vowel sound, allowing them to eliminate incorrect terms through grammatical deduction.

195. (A) Examinees may supply unanticipated correct synonyms requiring marker judgment.
The main scoring challenge of completion items compared to multiple-choice questions is that examinees may supply unanticipated, valid synonyms or alternative orderings. Evaluators

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critical evaluation of literature across 50 years without structural limits. Question 2 represents a restricted-response essay item, as it imposes explicit constraints on content scope and length.

217. (A) The target scope, structural criteria, and points for the answer
Appropriately constructed restricted-response essay items define explicit boundaries for examinees by stating target content scope, structural response rules, and specific points to be addressed. Clear parameters ensure examinees understand required expectations, facilitating consistent scoring across evaluators.

218. (A) Diverse student paths make applying uniform scoring criteria hard.
Extended-response essay questions are difficult to mark reliably because examinees take diverse approaches, construct varied arguments, and organize content uniquely. Applying uniform scoring criteria across creative, structurally divergent responses increases evaluator subjectivity and reduces inter-rater agreement.

219. (B) Specific application skills in defined contexts
Restricted-response essay questions are effective for measuring specific application skills within defined contexts. By restricting response boundaries, these items require examinees to demonstrate targeted analytical capabilities, explain concrete principles, or apply domain knowledge to specific problem scenarios efficiently.

220. (A) Extended-response essay item
To evaluate senior secondary students' ability to organize, integrate, and synthesize complex ideas into an original, coherent argument, an extended-response essay item is most appropriate. The open format grants examinees freedom to select evidence, structure arguments, and demonstrate high-level cognitive synthesis.

221. (A) Objective tests offer broad sampling and objectivity; Essay tests offer narrow sampling and subjectivity.
The primary contrast between objective tests and essay tests lies in sampling breadth and scoring objectivity. Objective tests evaluate wide syllabus content with complete, impartial scoring keys. Essay assessments sample narrow content due to writing length constraints and involve subjective evaluator interpretation during grading.

222. (A) Objective tests: High construction time, Low scoring time; Essay tests: Low construction time, High scoring time
Objective tests require high initial construction time to draft clear stems, build plausible distractors, and verify answer keys, but offer rapid, low scoring time. Conversely, essay tests require low construction time to write prompts, but demand extensive, time-consuming scoring.

MCQGPT

223. (A) Objective tests suffer from guessing; Essay tests suffer from bluffing.
Objective tests and essay tests differ in vulnerability to student test strategies. Selection-type objective items are vulnerable to score inflation through random guessing among provided options. Essay items are vulnerable to examinee bluffing, where students write verbose, tangential text to mask content knowledge deficits.

224. (A) Both A and R are true and R is the correct explanation of A
Objective tests generally achieve higher reliability coefficients than essay tests because they allow broader syllabus content sampling and utilize explicit scoring keys that eliminate inter-scorer variance. Broad content coverage reduces sampling error, while objective keys eliminate evaluator subjective bias during grading.

225. (B) Opportunity for examinees to organize ideas uniquely
The assessment quality inherently higher in essay tests compared to objective tests is providing examinees the opportunity to retrieve, organize, and express original ideas independently. Essay items measure response production, creative synthesis, and complex argument construction that selection-type objective questions cannot evaluate.

226. (B) Zero effect on objective tests; significant effect on essay scoring
Handwriting quality has zero effect on objective tests processed by standardized answer keys or optical mark scanners. However, neatness significantly impacts essay grading, where legibility influences evaluator mood, readability, and subjective impression, inadvertently affecting marks awarded for response content.

206. (A) Essay tests take longer, sampling fewer total topics per hour.
Content validity of essay-type tests is generally lower than that of objective tests because extended writing demands sample far fewer syllabus topics within a given testing duration. Sampling limited content areas leaves large portions of course objectives unassessed, increasing sampling error variance.

207. (B) Developing analytic rubrics and grading scripts anonymously
Scoring reliability in essay assessments is improved by developing detailed analytic rubrics and grading scripts anonymously. Analytic rubrics define explicit scoring criteria for specific content elements, while anonymous grading eliminates evaluator halo effects, student identity bias, and personal subjective expectations during marking.

208. (A) I and II only
Essay tests encourage freedom of expression, original thought, and deep qualitative evaluation of problem-solving reasoning. However, because each response demands extended writing time, essay assessments sample limited syllabus content during an exam hour compared to objective tests.

209. (B) It is vague, unstructured, and fails to define task scope.
An essay prompt stating "Discuss education" is defective because it is vague, unstructured, and fails to specify task scope or expected response criteria. Unclear prompts confuse examinees regarding required focus, leading to wildly divergent responses that are difficult to score reliably.

210. (B) Awarding defined points for each target element present
The analytic scoring method for essay assessments involves evaluating responses against a detailed rubric that assigns specific point values to predetermined target elements, structural components, and arguments. Scoring key criteria independently enhances inter-scorer agreement and provides detailed diagnostic feedback to examinees.

211. (A) Restricted-response items and Extended-response items
Essay items are broadly divided into two structural categories: restricted-response items and extended-response items. Restricted-response items place specific limitations on content, response length, or structure. Extended-response items grant examinees wide latitude to select, organize, integrate, and evaluate complex ideas independently.

212. (D) I, II, III and IV
Restricted-response essay items limit length and structure, making them easier to score reliably than extended-response items. Extended-response items offer maximum freedom to synthesize complex ideas, making them ideal for evaluating organizational integration, critical evaluation, and original thought.

213. (B) Restricted-response essay item
An essay prompt directing students to describe three specific economic factors causing the Industrial Revolution within 300 words represents a restricted-response essay item. The prompt defines explicit boundaries regarding target content, required number of points, and maximum length, facilitating consistent scoring.

214. (B) Giving examinees wide latitude to synthesize themes
A primary characteristic of extended-response essay items is granting examinees wide latitude to select, organize, integrate, and evaluate themes independently. By minimizing structural restrictions, extended essay prompts measure complex synthesis, original argument construction, and high-level critical thinking within broad domain areas.

215. (B) Narrowing task scope to improve scoring consistency
The major advantage of restricted-response essay questions over extended-response questions is that defined task boundaries improve scoring consistency. Restricting content scope, expected points, and response length narrows evaluation criteria, reducing evaluator subjectivity and yielding higher inter-scorer reliability across answer papers.

216. (B) Q1: Extended essay; Q2: Restricted essay
Question 1 represents an extended-response essay item, as it requires broad synthesis and

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However, selection-type objective items are not immune to guessing, as examinees may select correct answers by chance without possessing underlying domain knowledge.

153. (A) Fast automated scoring with high inter-scorer agreement
A major advantage of objective tests in large-scale examinations is fast automated scoring with perfect inter-scorer agreement. Utilizing optical mark readers and electronic keys allows thousands of answer sheets to be processed rapidly and impartially, completely eliminating individual evaluator fatigue, bias, and grading variance.

154. (A) Supply-type items and Selection-type items
Objective-type test items are broadly classified into supply-type items and selection-type items. Supply-type items require examinees to recall and write a short response, such as fill-in-the-blank questions. Selection-type items require examinees to recognize and choose the correct answer from provided options, such as multiple-choice questions.

155. (B) Susceptibility to guessing and difficulty measuring complex skills
A key limitation of simple objective-type test items is their susceptibility to guessing and difficulty evaluating complex cognitive skills like synthesis, original argument construction, and creative expression. Selection formats allow examinees to recognize correct answers by chance, potentially inflating scores without reflecting true underlying domain mastery.

156. (B) Construct higher-order objective items assessing analysis
To address exams overemphasizing factual recall, administrators should direct teachers to construct higher-order objective items. Structuring multiple-choice items around novel scenarios, data interpretation, and real-world application allows objective assessments to evaluate cognitive analysis and application while maintaining objective, reliable scoring standards.

157. (B) Multiple-Choice Question
A Multiple-Choice Question is classified as a selection-type objective item. Examinees are presented with a question stem alongside several options, requiring them to recognize and select the correct answer key from the provided alternatives rather than constructing or writing the response independently.

158. (C) 1.00 (Perfect agreement)
Inter-scorer reliability for a well-constructed, keyed objective-type test is theoretically equal to 1.00 (perfect agreement). Because scoring relies on an explicit, predetermined answer key, independent evaluators or automated grading devices score identical student response sheets with complete statistical consistency without subjective variation.

MCQGPT

159. (B) Examinees respond to many items covering wide syllabus.
Objective tests facilitate broad content sampling because individual items require brief response times. Examinees can complete numerous objective questions within a single examination hour, allowing test developers to sample wide portions of the syllabus and enhance content validity compared to time-intensive essay assessments.

160. (B) Knowledge level
The knowledge level of Bloom's Taxonomy—focusing on factual recall, term identification, and simple memory retrieval—is the easiest cognitive level to measure using basic objective items. Directly worded questions can rapidly evaluate whether examinees remember specific definitions, dates, formulas, and fundamental domain concepts.

161. (A) Question Stem and Options (Key + Distractors)
A standard Multiple-Choice Question consists of two main structural elements: the question stem and the options. The stem presents the central cognitive problem or question, while the options include one correct or best answer (the key) alongside several plausible incorrect choices (the distractors).

162. (B) To attract examinees who lack mastery through plausible distractors
The operational role of distractors in a standard multiple-choice item is to attract examinees who lack full subject mastery. Well-designed distractors represent common student misconceptions, procedural errors, or logical missteps, ensuring that only examinees possessing true domain understanding consistently identify the correct answer key.

227. (A) Objective MCQ — Measuring broad factual recall efficiently across a syllabus
The pair correctly matches Multiple-Choice Questions with their measurement strength: evaluating broad factual recall and concept recognition efficiently across an entire syllabus. MCQ formats allow high item density per exam hour, maximizing content coverage and scoring objectivity.

228. (D) I, II and III
Objective tests offer broad content coverage and high scoring objectivity, encouraging wide review and recognition study habits. Essay tests offer limited content coverage and subjective scoring, but encourage organizational synthesis, critical thinking, and written expression during exam preparation.

229. (A) Objective-type test
To eliminate evaluator subjectivity completely in a mass scholarship examination, an objective-type test format must be selected. Predetermined scoring keys processed electronically or manually guarantee 100 percent inter-scorer agreement, ensuring fair, impartial evaluation across large candidate populations.

230. (A) Objective tests provide broad coverage, while essay tests assess deep synthesis.
Comprehensive evaluation systems balance objective and essay tests because their psychometric strengths complement each other. Objective tests deliver broad content sampling and reliable scoring, while essay assessments evaluate deep cognitive synthesis, critical thinking, and written communication skills that objective formats cannot assess.

231. (B) Test items are easy with uniform difficulty, but time limits are strict.
The defining operational characteristic of a Speed Test is that items are uniformly easy—well within examinee cognitive capability—while time limits are strictly constrained. Performance is measured by processing rate and accuracy under time pressure, with few or no examinees expected to complete all items.

232. (D) I, II, III and IV
Speed tests measure processing rate under tight time limits, while Power tests evaluate maximum intellectual capacity independent of speed. Pure Power tests grant generous time limits for examinees to attempt all familiar items, arranging questions in ascending difficulty order.

233. (B) The highest level of item difficulty solved correctly by examinees
In a pure Power Test, individual performance is determined by the highest level of item difficulty solved correctly. Time limits are made generous so examinees can attempt every item they understand, ensuring scores reflect total intellectual capacity and domain mastery rather than speed.

234. (B) Speed Test
A clerical aptitude assessment measuring typing speed and accuracy within a 5-minute time limit represents a classic Speed Test. The underlying operational tasks are easy and repetitive, with individual score variance driven entirely by completion rate and accuracy under strict time constraints.

235. (A) To allow examinees to build confidence and reach their cognitive limit
Items in a Power Test are ordered in ascending difficulty to help examinees build confidence on initial easy items and progress smoothly until reaching their cognitive boundary. Ascending difficulty prevents early failure, minimizes test anxiety, and measures maximum intellectual capacity accurately.

236. (B) Power Test
The mathematics Olympiad examination represents a Power Test. Featuring challenging items alongside generous testing time where almost all students finish writing before time expires, performance is constrained by problem-solving difficulty and cognitive capacity rather than processing speed.

237. (A) Speed contaminates pure cognitive power, reducing test validity.
Imposing strict time limits on a pure Power Test contaminates the construct being measured by introducing speed as an unwanted confounding variable. When time pressure prevents examinees from attempting complex items, the assessment measures processing rate rather than pure abstract reasoning capacity, impairing construct validity.

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238. (A) Differences in processing rate and performance velocity
In a pure Speed Test, individual score differences are driven almost entirely by variance in processing rate, psychomotor speed, and performance velocity. Because test items are basic and uniform in difficulty, score spread reflects completion speed and accuracy rather than differences in advanced knowledge.

239. (C) A combination of power and speed, containing moderate time limits
Most standardized classroom achievement tests combine power and speed. They feature items ranging from easy to difficult to measure domain mastery (power) while employing moderate administrative time limits for practical scheduling (speed), though time limits are generous enough for most prepared students to finish.

240. (A) A 100-item simple arithmetic calculation worksheet with 3-minute limit
A 100-item simple arithmetic calculation worksheet with a 3-minute limit is a classic Speed Test. The mathematical tasks require minimal cognitive processing, ensuring that individual score variance reflects calculation rate, automaticity, and performance speed under tight time pressure.

241. (A) Individual tests test one person; Group tests test many simultaneously.
The primary structural difference between an Individual Test and a Group Test lies in administration scale. Individual tests are administered to one examinee at a time by a trained examiner. Group tests are administered to multiple examinees simultaneously by a single supervisor using standardized procedures.

242. (B) They are cost-effective and time-efficient for testing large groups.
The key administrative advantage of Group Tests over Individual Tests is cost and time efficiency. Group tests enable a single examiner to evaluate hundreds of candidates simultaneously using standardized paper-and-pencil or computer formats, reducing personnel costs and administrative time per examinee significantly.

243. (B) Opportunity to establish rapport and observe test taker anxiety
Individual intelligence tests offer the distinct advantage of allowing trained examiners to establish personal rapport, introduce flexible probing, and observe subtle qualitative behaviors. Examiners can monitor test anxiety, frustration tolerance, motor fidgeting, and motivational shifts directly during testing.

244. (A) Both A and R are true and R is the correct explanation of A
Individual intelligence tests are preferred for diagnosing developmental delays in young children because they allow examiners to establish rapport, probe oral responses, and observe non-verbal behaviors. Individual clinical administration captures nuanced diagnostic data that standardized group paper-and-pencil tests miss.

245. (A) They require expert examiners and significant time/cost per examinee.
The major limitation of Individual Tests in large-scale education systems is their high administrative demand. Administering individual clinical batteries requires specialized, highly trained examiners and consumes significant time and financial resources per student, making mass administration across large populations practical.

MCQGPT

246. (B) Standardized paper-and-pencil or computer-based multiple choice formats
Group tests rely heavily on standardized paper-and-pencil or computer-based multiple-choice formats to facilitate uniform administration and automated scoring. Selection-type formats eliminate verbal dialogue demands, ensuring identical testing conditions, rapid processing, and complete inter-scorer reliability across large examinee populations.

247. (C) Individual Test — Large-scale State Board Public Examination paper
The pairing is incorrect because a large-scale State Board Public Examination represents a Group Test rather than an Individual Test. Public board exams are administered simultaneously to thousands of students in group halls using standardized question booklets and uniform administrative time limits.

248. (D) I, II and III
Group tests utilize simplified, uniform directions so examinees can complete items independently. Scoring is objective and suited for automated computer processing, which virtually eliminates

examiner scoring bias and recording errors during mass evaluation.

249. (B) Individually administered clinical test
When evaluating a child with speech impairments or behavioral distress, an individually administered clinical test is recommended. Individual administration allows a trained psychologist to adjust communication, manage distress, utilize non-verbal tasks, and observe adaptive behaviors that group written exams cannot accommodate.

250. (B) Standardized Group Test paper/online session
Screening 2,000 job applicants within a single afternoon requires a standardized Group Test delivered on paper or online. Group formats allow simultaneous mass administration under uniform conditions, enabling rapid, automated scoring essential for processing large candidate pools efficiently within strict time constraints.

251. (A) Verbal tests require language; Non-verbal tests rely on visual symbols.
The fundamental distinction between Verbal Tests and Non-Verbal Tests lies in language dependency. Verbal tests require reading, writing, or spoken language comprehension to understand prompts and answer items. Non-verbal tests utilize visual symbols, abstract diagrams, spatial relationships, and geometric patterns, minimizing language requirements.

252. (A) I, II and III only
Non-verbal tests reduce language bias, accommodate illiterate examinees or those with language impairments, and utilize abstract geometric diagrams. However, evaluating advanced literary essay writing requires extensive language proficiency and belongs exclusively to verbal assessment formats.

253. (A) Language reflects background and schooling rather than raw potential.
Culture-fair intelligence tests rely on non-verbal formats because formal language proficiency reflects cultural background, home environment, and formal schooling opportunities rather than innate cognitive potential. Removing verbal requirements allows culture-reduced assessments to measure fluid reasoning across diverse linguistic and socio-economic populations fairly.

254. (B) Non-Verbal, Culture-Reduced Test of Abstract Reasoning
Raven's Progressive Matrices is a classic non-verbal, culture-reduced test of abstract reasoning. Requiring examinees to identify missing visual patterns within abstract matrix series, the instrument evaluates fluid intelligence and inductive reasoning without relying on language skills or formal educational background.

255. (B) Word relationships, reading comprehension, and vocabulary skills
Verbal test items assess cognitive ability through language-based tasks, including word relationships, analogy completion, reading comprehension, syntax parsing, and vocabulary knowledge. These items measure crystallized intelligence and verbal reasoning capabilities developed through formal education and language exposure.

256. (B) Non-Verbal Performance or Matrix Test
Evaluating baseline abstract reasoning in children from diverse dialect backgrounds with limited literacy requires a non-verbal performance or matrix test. Assessing cognitive ability through visual patterns and geometric figures evaluates fluid reasoning without penalizing students for language barriers or limited formal schooling.

MCQGPT

257. (A) They penalize examinees with limited language exposure and instruction.
A major limitation of relying exclusively on verbal tests for intelligence assessment is that they penalize examinees with limited language exposure, low socio-economic backgrounds, or foreign language backgrounds. Verbal scores confound underlying cognitive reasoning capacity with formal language acquisition and educational opportunity.

258. (A) Pattern recognition, spatial orientation, and inductive reasoning
Non-verbal assessments evaluate cognitive operations such as visual pattern recognition, spatial orientation, figure classification, and inductive reasoning. By analyzing geometric relationships and abstract matrix sequences, these tests measure fluid problem-solving capabilities independently of formal linguistic or cultural training.

259. (B) Non-Verbal Test
An item requiring examinees to identify the odd geometric figure out of five choices is classified as a Non-Verbal Test. The problem relies entirely on visual discrimination and spatial reasoning, requiring no language comprehension or reading proficiency to solve the item successfully.

260. (A) Students with hearing, speech, or language barriers
Students with hearing loss, speech impairments, language disorders, or limited local language proficiency benefit most from non-verbal assessment tools. Non-verbal tests evaluate underlying cognitive capacity through visual, spatial tasks, ensuring fair assessment unconfounded by language communication barriers.

261. (B) A test requiring examinees to perform a physical practical skill
A Performance Test requires examinees to demonstrate knowledge and competence by performing a physical task, manipulating concrete objects, or executing practical operations. Rather than answering written questions about a skill, examinees demonstrate direct psychomotor mastery under structured observation.

262. (A) Assembling a circuit board in a science laboratory exam
Assembling an electrical circuit board in a science laboratory examination represents a classic Performance Test. Examinees manipulate physical components and apparatus directly, demonstrating real-time practical skill application rather than completing paper-and-pencil written tests about electrical theory.

263. (B) Psychomotor skills and laboratory competencies
Performance tests are valuable for evaluating psychomotor skills, laboratory competencies, technical trade proficiencies, and artistic executions. They measure direct practical application and procedural mastery, verifying whether learners can perform physical operations safely and effectively in realistic operational environments.

264. (A) Both A and R are true and R is the correct explanation of A
Performance tests exhibit high ecological and criterion validity because they evaluate real-time skill execution under realistic conditions. Assessing practical performance directly rather than testing theoretical knowledge on paper ensures that evaluation metrics reflect actual workplace or laboratory competence accurately.

265. (B) Individual Performance Tests of Ability
Kohs Block Design Test and Alexander's Passalong Test are classic individual performance tests of cognitive ability. Requiring examinees to manipulate physical colored blocks or slide wooden blocks to match visual patterns, these tools measure spatial reasoning and problem solving without language demands.

266. (A) They require special equipment and time per candidate.
A primary administrative challenge of performance testing is the requirement for specialized equipment, physical testing spaces, and extended time per candidate. Individual physical demonstration demands continuous observation by qualified evaluators, making mass administration significantly more expensive and logistically complex than written paper testing.

267. (B) Standardized performance checklists and scoring rubrics
To ensure objective evaluation during practical performance tests, examiners must utilize standardized performance checklists and explicit scoring rubrics. Defining concrete observation criteria for process steps and final products minimizes evaluator subjectivity, ensuring reliable scoring across examinees.

268. (A) I and II only
Performance tests eliminate reliance on reading or writing and evaluate practical "doing" ability rather than theoretical knowledge. However, because they require physical apparatus and observation, performance tests cannot be administered easily to 1,000 students simultaneously without extensive equipment and personnel.

269. (A) Written tests measure theory; performance tests demonstrate practical skills.
In vocational education, performance tests are superior to written assessments because written tests measure theoretical knowledge, whereas performance tests evaluate actual technical skills. Vocational competence requires physical execution, tool handling, and technical

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application that paper-and-pencil tests cannot measure accurately.

270. (B) Direct Performance Test
A driving examination requiring an applicant to maneuver a vehicle through an obstacle course is a direct Performance Test. The assessment measures real-time motor control, spatial awareness, and practical driving operations under realistic conditions rather than testing theoretical traffic laws on paper.

271. (A) Oral tests involve spoken dialogue; Written tests involve text responses.
The fundamental operational distinction between Oral Tests and Written Tests lies in the communication medium. Oral tests involve direct spoken dialogue, question-and-answer exchanges, and immediate verbal responses. Written tests require examinees to record responses as written text or selected symbols on paper or digital screens.

272. (A) I, II and III only
Oral tests allow immediate response probing, evaluate spoken language fluency, and are vulnerable to evaluator subjectivity and halo effects. However, they lack a permanent written record for subsequent re-evaluation unless audio or video recordings are formally maintained during testing.

273. (A) Written tests provide a permanent verifiable record that can be re-scored objectively.
A key advantage of Written Tests over Oral Tests in mass evaluation systems is providing a permanent, verifiable record of student work. Written answer scripts can be blind-graded, re-evaluated, audited, or re-scored objectively by independent examiners, ensuring legal accountability and high inter-scorer reliability.

274. (B) Oral testing
Viva-voce examinations conducted alongside practical laboratory assessments represent a form of oral testing. Evaluators engage candidates in direct spoken dialogue to examine theoretical understanding, evaluate reasoning behind experimental procedures, and assess immediate verbal defense of laboratory results.

275. (C) Precise geometrical drafting, drawing, and spatial blueprint drafting
Oral tests are least effective for evaluating precise geometrical drafting and blueprint drawing. Spatial drafting competencies require physical manual execution, visual precision, and spatial representation on paper, which cannot be expressed adequately through spoken verbal explanations during oral exchanges.

MCQGPT

276. (B) Introduce structured oral rubrics, panel questions, and records
To standardize future oral examinations, administrators should implement structured oral rubrics, standardized panel questions, and explicit record-keeping procedures. Defining explicit evaluation criteria and utilizing multi-examiner panels reduces individual subjectivity, minimizes halo effects, and ensures consistent scoring standards across examinees.

277. (A) Written tests allow blind marking and explicit answer keys.
Written tests achieve higher inter-scorer reliability than unstructured oral tests because they enable blind grading and explicit scoring keys. Removing candidate identity prevents halo effects and personal bias, while fixed grading criteria ensure consistent evaluation across different markers.

278. (A) Young children may understand concepts but lack motor writing skills.
Oral testing is valuable in early primary education because young children often possess conceptual understanding before developing fine motor skills needed for extended writing. Spoken assessments allow educators to evaluate cognitive development, vocabulary, and reasoning without fine motor writing limitations confounding results.

279. (A) High test anxiety in examinees due to direct visual/social confrontation
A drawback of Oral Testing is the heightening of examinee test anxiety caused by direct visual and social confrontation with examiners. High anxiety can impair verbal retrieval, cause speech hesitation, and block memory, preventing anxious students from demonstrating their true underlying domain competence accurately.

280. (A) Written tests measure domain knowledge; oral tests assess verbal expression.
A balanced assessment policy incorporates both written and oral evaluations because they measure complementary competencies. Written tests evaluate domain knowledge, analytical

writing, and structured content recall efficiently, while oral assessments evaluate spoken fluency, immediate verbal reasoning, and interpersonal communication skills.

281. (B) To predict future success or failure in a specialized training program
The fundamental purpose of a Prognostic Test is to predict an individual's future success or failure in a specialized training program or academic course before enrollment. By evaluating requisite entry capacities, prognostic tools forecast learning efficiency and achievement probability in novel domains.

282. (A) Screening and placement into advanced specialized training courses
In educational administration, prognostic tests are used for screening and placing candidates into advanced or technical training programs. Predicting success probabilities helps administrators guide qualified students into specialized tracks where they demonstrate prerequisite learning capacity, optimizing instructional efficiency and retention.

283. (A) Prognostic tests predict future success; Diagnostic tests find present gaps.
A prognostic test differs fundamentally from a diagnostic test in temporal focus and purpose. Prognostic tests look forward to forecast future learning potential and success in prospective courses. Diagnostic tests look at current or past learning to isolate specific cognitive gaps, misconceptions, and unmastered sub-skills.

284. (A) Both A and R are true and R is the correct explanation of A
Prognostic tests require high predictive criterion-related validity to be administratively useful. Because their core function is forecasting success in prospective learning endeavors prior to enrollment, test developers must establish strong statistical correlations between prognostic scores and subsequent measures of course performance.

285. (B) Prognostic Test
An "Algebra Readiness Test" administered to predict future achievement in advanced algebra represents a Prognostic Test. Evaluating prerequisite quantitative reasoning and symbolic manipulation capacities forecasts whether a student possesses the entry aptitude necessary to succeed in subsequent, higher-level mathematical instruction.

286. (B) Longitudinal Predictive Validity evidence
Validating a newly constructed prognostic test requires longitudinal predictive validity evidence. Developers must administer the prognostic instrument, wait until candidates complete the target training program, and calculate statistical correlations between initial test scores and final performance criteria to confirm predictive accuracy.

287. (A) Enrolling students in technical courses where they lack prerequisite aptitude
Prognostic test scores help counselors prevent enrolling students in technical or specialized courses where they lack necessary prerequisite aptitude. Identifying skill gaps beforehand allows counselors to recommend preparatory coursework or alternative academic tracks, reducing course failure rates and academic frustration.

288. (B) To determine the appropriate starting level or section for a student
The primary purpose of a Placement Test is to determine the appropriate starting level, stream, or instructional section for a student entering an educational program. Placement assessments evaluate entry-level competencies to assign learners to instructional groups matching their existing skill levels.

289. (A) At the beginning of an educational sequence or academic program
Placement testing is administered at the beginning of an educational sequence, academic term, or instructional program. Evaluating incoming students prior to instruction allows administrators to identify entry behaviors and place learners into appropriate course levels, remedial tracks, or advanced sections immediately.

290. (A) Selection accepts/rejects applicants; Placement assigns level streams.
Selection testing differs from placement testing in administrative outcome. Selection testing makes binary accept-or-reject decisions to admit a limited number of applicants. Placement testing assumes all candidates are accepted and focuses on streaming individuals into appropriate instructional levels matching their current skills.

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291. (A) Placement Test
Administering a language proficiency exam to incoming international students to stream them into Basic, Intermediate, or Advanced language sections is an example of a Placement Test. The assessment measures current entry skills to match students with the instructional level best suited to their needs.

292. (A) I, II and IV only
Placement tests establish homogeneous entry-level learning groups, prevent placing students in inappropriate course levels, and assess prerequisite entry behaviors. Calculating inter-school sports rankings is unrelated to academic placement assessments and serves no role in instructional streaming.

293. (A) Whether the student possesses prerequisite knowledge for the planned course
Placement assessment focuses primarily on determining whether an incoming student possesses prerequisite knowledge, foundational skills, and entry behaviors required for a planned instructional sequence. Identifying prerequisite mastery ensures that learners are matched with course levels where instruction builds appropriately on prior learning.

294. (B) Assign students directly to tracks matching existing skill levels
In a differentiated mastery learning system, placement test results allow administrators to assign incoming students directly to academic tracks and learning modules that match their existing skill levels. Tailoring entry points prevents repeating mastered material or encountering unmanageable content, optimizing individual learning efficiency.

295. (B) Defining objectives, content domain, and test blueprint
The first essential step in constructing a high-quality educational test is planning. This involves defining educational objectives, outlining the target content domain, and developing a comprehensive test blueprint (table of specifications) to guide balanced item writing and ensure content validity.

296. (B) Table of Specifications blueprint
The department failed to prepare and follow a Table of Specifications (test blueprint). A test blueprint establishes explicit sampling weights across content topics and cognitive levels, ensuring balanced assessment coverage that reflects actual instructional time spent on each topic.

297. (A) Course Content Areas with Cognitive Objectives and question weights
A Table of Specifications (test blueprint) is a two-way grid that aligns course content areas with targeted cognitive objectives (such as Bloom's Taxonomy levels). The blueprint specifies question distributions, item types, and score weights, ensuring balanced curriculum sampling and high content validity.

298. (A) Write items aligning with blueprint specs, ensuring clarity and accuracy.
During the item writing phase, test developers must construct items that align with blueprint specifications, maintain technical accuracy, and use clear phrasing. Items should present distinct cognitive problems without trick phrasing, ambiguous distractors, or irrelevant background context.

299. (A) To inspect drafted items for accuracy, clarity, distractor quality, and blueprint alignment.
The purpose of item review and editing is to inspect drafted test items critically before pilot testing. Subject experts and psychometricians review items to eliminate technical errors, improve distractor plausibility, verify scoring keys, ensure unambiguous phrasing, and confirm alignment with blueprint specifications.

300. (B) Planning & Preparing Blueprint → Writing Draft Items → Reviewing & Editing Items → Pre-testing & Item Analysis → Final Form Assembly & Key Preparation
Constructing a sound educational achievement test follows a structured sequence: initial planning and blueprint development, drafting test items, reviewing and editing items, pre-testing on representative samples for empirical item analysis, and assembling the final test form alongside scoring keys and manuals.

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15. A School Head is reviewing the evaluation framework for primary classes under NCF-SE 2023. What is the recommended nature of formal assessment at the Foundational Stage (Ages 3 to 8)?
(A) Naturalistic observation and holistic progress tracking with no formal written examinations
(B) Mandatory pen-and-paper written testing sessions systematically conducted at the end of every week
(C) Centralized standardized external board examinations administered formally at the end of each grade
(D) Norm-referenced relative grading procedures strictly implemented on standard bell-curve distributions

16. In educational testing, what does the "Validity" of an evaluation tool refer to?
(A) The consistency with which a test measures whatever it measures
(B) The extent to which a test measures what it intends or purports to measure
(C) The ease with which a test can be administered and scored
(D) The proportion of test items that discriminate between high and low achievers

17. Which type of validity ensures that a test adequately samples the complete universe of content and instructional objectives defined in the curriculum blueprint?
(A) Construct validity
(B) Content validity
(C) Concurrent validity
(D) Predictive validity

18. If a history examination yields consistent scores when administered to the same group of students on two different occasions separated by a short time interval, the examination demonstrates high:
(A) Test-retest reliability
(B) Content validity
(C) Discriminant validity
(D) Inter-rater subjectivity

19. Read the following statements regarding test characteristics:
I. Reliability is a necessary condition for validity.
II. Validity is a sufficient condition for reliability.
III. A test can be highly reliable without being valid for a specific purpose.
IV. Objectivity reduces scorer bias in test evaluation.
Which of the statements given above are correct?
(A) I, III and IV only
(B) I, II and III only
(C) II and IV only
(D) I, II, III and IV

20. A Principal is analyzing the results of a diagnostic test where an item has a Difficulty Index (p-value) of 0.95. How should this item be interpreted?
(A) The item is extremely difficult for candidates and requires immediate structural revision
(B) The item possesses the maximum possible statistical discrimination capacity among candidates
(C) The item contains misleading distractor options that distort candidate performance results
(D) The item is very easy, with 95% of test-takers answering it correctly on the assessment

21. In classical test theory, the Discrimination Index (d-value) of an item measures its ability to:
(A) Distinguish between items that test lower-order and higher-order thinking skills
(B) Estimate the speed at which students complete the test
(C) Differentiate between high-performing and low-performing students
(D) Compare internal evaluation scores with external board exam scores

22. What is the optimal range for the Difficulty Index (p-value) of a multiple-choice item in a norm-referenced achievement test?
(A) 0.00 to 0.20
(B) 0.30 to 0.70
(C) 0.85 to 1.00
(D) Exactly 0.00

23. If a multiple-choice item has a Discrimination Index (d-value) of -0.30, what administrative or pedagogical action should be taken by the test developer?
(A) Retain the item without any modifications in the final active question bank
(B) Increase the structural weightage assigned to the item during final test evaluation
(C) Convert the objective item into a extended subjective essay examination question
(D) Reject or thoroughly revise the item due to

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7. Which of the following evaluation tools is most appropriate for assessing student procedural skills and conduct during a science laboratory practical examination?
(A) Standardized written multiple-choice knowledge test
(B) Comprehensive written terminal essay examination
(C) Cumulative scholastic performance file and index
(D) Structured observation checklist and rubric

8. In a Directorate of Education school, a teacher conducts a short non-graded quiz after completing a topic in mathematics to identify student misconceptions. This pedagogical activity represents:
(A) Formative evaluation
(B) Diagnostic evaluation
(C) Summative evaluation
(D) Prognostic evaluation

9. Read the following statements regarding formative assessment in classroom settings:
I. It occurs continuously during the instructional process.
II. It provides immediate, non-judgmental feedback to learners.
III. It relies strictly on standardized norm-referenced testing instruments.
IV. It enables teachers to make timely instructional adjustments.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

10. A School Principal notices that high-stakes summative examinations are causing severe test anxiety among middle school students. As an administrative measure in line with NEP 2020 recommendations, the Principal should focus on:
(A) Integrating regular formative assessments and low-stakes competency evaluations
(B) Replacing all internal school assessments with centralized standardized external tests
(C) Abolishing all formal and informal testing methods across all grades permanently
(D) Increasing the total overall weightage of final annual written examinations to 90%

11. Which type of evaluation is administered prior to the instruction to assess student entry-level knowledge and skills?
(A) Formative evaluation
(B) Summative evaluation
(C) Criterion-referenced evaluation
(D) Placement evaluation

12. Diagnostic evaluation differs from formative evaluation primarily in terms of its focus on:
(A) Certifying official student competence and cumulative mastery required for promotional credit
(B) Identifying persistent underlying learning gaps unresponsive to standard formative feedback
(C) Evaluating individual performance position relative to a nationwide standardized norm group
(D) Assigning official scholastic letter grades and performance descriptors at term completion

13. Which committee or commission first introduced the term "Continuous and Comprehensive Evaluation" (CCE) in official Indian policy documents?
(A) Kothari Commission on Education Reforms (1964-66)
(B) National Policy on Education Policy Framework (1986)
(C) Secondary Education Commission (Mudaliar Commission)
(D) Yash Pal Committee Advisory Board on Learning (1993)

14. Consider the following statements regarding the CCE scheme implemented by the CBSE prior to NEP 2020:
I. Scholastic areas evaluated both cognitive and academic aspects through Formative Assessments (FA) and Summative Assessments (SA).
II. Co-scholastic areas evaluated life skills, attitudes, values, and co-curricular activities.
III. Co-scholastic performance was assessed using numeric marks that were added directly to written exam scores.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

CHAPTER 07

Formative and Summative Evaluation (CCE)

1. In the context of educational measurement and evaluation, which of the following best defines the process of "evaluation"?
(A) Quantitative measurement and systematic recording of student performance using standardized tests
(B) Making value judgments about student learning based on qualitative and quantitative data
(C) Systematic collection and detailed qualitative description of student classroom behaviors
(D) Administrative assignment and official recording of final letter grades for academic terms

2. Which statutory framework explicitly mandates that the curriculum and evaluation procedure for elementary education shall be laid down by an academic authority specified by the appropriate Government?
(A) Section 29(1) of the RTE Act, 2009
(B) Article 21A of the Constitution of India
(C) Section 16 of the Delhi School Education Act, 1973
(D) Article 350A of the Constitution of India

3. Under the provisions of the RTE Act, 2009, Section 29(2)(h) lays down a key principle regarding the evaluation of a child. Which principle is specifically highlighted?
(A) Mandatory annual summative board examinations conducted systematically at Grade 5 and Grade 8
(B) Relative grading procedures established on standard deviation and normal curve distribution
(C) Continuous and comprehensive evaluation of a child's understanding and application ability
(D) External evaluation procedures conducted exclusively by designated district educational officers

4. Read the following statements regarding the core purposes of educational evaluation:
I. To certify student achievement at the end of an academic stage.
II. To provide diagnostic feedback to teachers regarding pedagogical effectiveness.
III. To select and rank students for competitive scholarship allocations.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

5. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Formative evaluation is essentially an ongoing, process-oriented assessment designed to modify teaching and learning activities.
Reason (R): Formative evaluation results are primarily used to assign final grades and rank students for public administrative records.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. The distinction between "Assessment for Learning" and "Assessment of Learning" was prominently highlighted in educational policy to shift the evaluation paradigm. Who originally coined the terms "Formative Evaluation" and "Summative Evaluation" in 1967?
(A) Benjamin Bloom
(B) Michael Scriven
(C) Paul Black and Dylan Wiliam
(D) Robert Mager

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its negative discrimination index

24. Read the following statements regarding test blueprint construction:
I. A blueprint is a two-way matrix mapping content topics against cognitive objectives.
II. A blueprint ensures proportional distribution of marks across different domains of learning.
III. A blueprint eliminates the need for item analysis after test administration.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

25. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): National Education Policy (NEP) 2020 advocates a shift from summative, rote-learning evaluation toward regular, formative, and competency-based assessment.
Reason (R): Competency-based assessment evaluates the application of concepts and higher-order cognitive skills in real-life contexts rather than mechanical recall of facts.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Under NEP 2020, what is the full form and function of the proposed national assessment center "PARAKH"?
(A) Performance Appraisal, Review, and Analysis of Knowledge for Holistic Development, established under NCERT
(B) Performance Assessment, Research, and Knowledge for Holistic Development, set up to standardize state testing
(C) Program for Academic Review, Accreditation, and Knowledge Processing, established for faculty recruitment systems
(D) Public Assessment and Rating Authority for Kids and Holistic Teachers, created to regulate teacher salary scales

27. The Holistic Progress Card (HPC) recommended by NEP 2020 incorporates a 360-degree, multidimensional assessment. Which of the following components are included in this 360-degree assessment?
(A) Teacher assessment and external inspector assessment only
(B) Standardized written exam scores and physical fitness scores only
(C) Board examination scores and competitive entrance exam ranks only
(D) Self-assessment, peer-assessment, and teacher assessment

28. Which of the following assessment approaches encourages metacognition and reflective learning by allowing students to evaluate their own learning progress against set targets?
(A) Assessment OF Learning
(B) Assessment AS Learning
(C) Assessment FOR Learning
(D) Assessment THROUGH Grading

29. Read the following statements regarding Rubrics:
I. An analytic rubric provides detailed feedback on specific criteria separately.
II. A holistic rubric provides a single score based on an overall impression of student work.
III. Rubrics decrease scoring objectivity and increase teacher bias.
IV. Rubrics make expectations clear to students before completing an assignment.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

30. A school scenario involves evaluating a student's cumulative work samples over an academic year, including drafts, project reports, self-reflections, and art integrations. What type of assessment tool is being utilized?
(A) Standardized psychological inventory
(B) Terminal cumulative examination
(C) Aptitude rating scale
(D) Portfolio assessment

31. Which measure of central tendency is most severely affected by extreme scores (outliers) in a skewed score distribution?
(A) Arithmetic Mean
(B) Median
(C) Mode
(D) Quartile deviation

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32. In a normal distribution curve (NPC) of test scores, what percentage of scores falls approximately within one standard deviation ($\pm 1\sigma$) of the mean?
(A) 50%
(B) 68.26%
(C) 95.44%
(D) 99.73%

33. What is the median of the following set of test marks obtained by 7 students: 12, 18, 15, 25, 20, 30, 22?
(A) 18
(B) 20
(C) 22
(D) 20.3

34. Read the following statements regarding educational grading systems:
I. Absolute grading compares a student's performance against fixed predetermined criteria.
II. Relative grading compares a student's performance against the norm of the group.
III. Relative grading completely eliminates the impact of peer group ability on grade assignment.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

35. Consider the following statements regarding the standard score (Z-score):
I. A Z-score indicates how many standard deviations an individual score is above or below the mean.
II. The mean of a standard Z-score distribution is always 0.
III. The standard deviation of a standard Z -score distribution is always 1.
IV. A negative Z-score indicates that the candidate scored above the group average.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

36. In open-book examinations, which cognitive domain level according to Bloom's revised taxonomy is primarily evaluated?
(A) Direct recall of simple factual definitions and terminology
(B) Mechanical repetition of standardized textbook formulas
(C) Rote memorization of specific historical events and dates
(D) Higher-order application, analysis, and evaluation skills

37. Which of the following is a key limitation of traditional terminal summative examinations?
(A) They require minimal administrative planning and basic institutional resource allocation
(B) They completely eliminate student test anxiety and emotional stress during examination periods
(C) They lack timely diagnostic feedback needed to inform ongoing pedagogical adjustments
(D) They are fundamentally incapable of measuring cognitive domain learning achievements accurately

38. Continuous feedback provided to a teacher during instruction allows for instructional branching. Which assessment framework emphasizes this dynamic interaction?
(A) Assessment OF Learning
(B) Assessment FOR Learning
(C) Norm-Referenced Assessment
(D) Terminal Summative Accreditation

39. Read the following statements regarding Peer Assessment:
I. It actively engages students in critical thinking and evaluation processes.
II. It reduces teacher workload and eliminates the need for professional teacher supervision.
III. It requires clear rubrics and training for students to provide constructive feedback.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

40. Scenario: A School Head observes that teachers in the science department award high internal assessment marks to almost all students, while the same students score significantly lower in external board examinations. What administrative step should the Principal take to ensure evaluation fidelity?
(A) Implement moderation workshops and rubric-based internal assessment audits

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(B) Cancel all internal assessment marks and submit zero scores to the examining board directly
(C) Replace science teaching staff immediately across all sections without administrative inquiry
(D) Instruct teachers to arbitrarily fail twenty percent of all students in internal tests

41. In the context of NCF-SE 2023, what is "SAFAL"?
(A) A national competitive scholarship examination designed for undergraduate university admissions
(B) A mandatory central teacher eligibility evaluation test conducted annually across all state boards
(C) Structured Assessment for Analyzing Learning levels conducted by CBSE for Grades 3, 5, and 8
(D) A specialized vocational skill training certification scheme targeted at high school dropouts

42. Which constitutional article explicitly casts a fundamental duty on parents or guardians to provide educational opportunities to their child aged between six and fourteen years?
(A) Article 51A(k)
(B) Article 21A
(C) Article 45
(D) Article 350A

43. Which of the following is an essential characteristic of a "Criterion-Referenced Test" (CRT)?
(A) Individual scores are converted into percentile ranks to demonstrate relative group positioning
(B) Test items are systematically designed to maximize score variance across the examinee population
(C) Assessment items focus exclusively on ranking students relative to peers for scholarship awards
(D) Student performance is evaluated against a predetermined mastery standard or criterion

44. Consider the following statements regarding Norm-Referenced Tests (NRT) and Criterion-Referenced Tests (CRT):
I. NRT is designed to rank students relative to one another.
II. CRT is designed to measure how well a student has mastered specific learning objectives.
III. CRT requires a broad bell-curve distribution of scores to be meaningful.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

45. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): CCE in its original rigid format with heavy paper-pencil formative worksheets was criticized for creating excessive clerical burden on teachers.
Reason (R): Effective formative assessment relies on authentic classroom interactions, qualitative feedback, and observational tools rather than continuous formal testing.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. What is the main objective of the NIPUN Bharat Mission launched by the Ministry of Education?
(A) Ensuring universal secondary school education completion across all states by 2025
(B) Standardizing and expanding vocational skill training programs in higher education
(C) Digitalizing all terminal school board examinations conducted across state boards
(D) Achieving foundational literacy and numeracy for all primary children by Grade 3

47. Under the National Curriculum Framework for Foundational Stage (NCFFS 2022), which pedagogical-assessment approach is central to early childhood care and education?
(A) Play-based, activity-based, and observation-driven assessment
(B) Standardized formal pen-and-paper end-of-term written examinations
(C) Strict numerical percentage grading and published annual merit lists
(D) Centralized standardized diagnostic entry tests administered annually

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student's scholastic, physical, and personal profile over years.

Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

100. Scenario: A School Principal wants to introduce Open Book Examinations (OBE) for senior secondary students in internal assessments. What orientation should be provided to teachers regarding question design for OBE?
(A) Questions should be directly reproduced from textbook pages to allow fast copying of text
(B) Questions should focus strictly on simple verbatim definitions and key vocabulary lists
(C) Questions should be formatted for rapid completion within five minutes per response
(D) Questions must assess analytical synthesis and concept application rather than text retrieval

101. Which statistical measure represents the middle score in an ordered set of data, dividing the distribution into two equal halves?
(A) Mean
(B) Mode
(C) Median
(D) Variance

102. In educational testing, "Face Validity" refers to:
(A) Rigorous empirical statistical validation of underlying cognitive traits and abilities
(B) Superficial appearance that a test measures what it purports to measure
(C) Empirical statistical correlation between test scores and an external criterion measure
(D) Mathematical item discrimination indices calculated systematically via independent T-tests

103. Which National Curriculum Framework (NCF) explicitly advocated "reducing test anxiety by making board exams flexible and integrated with classroom life"?
(A) NCF 1975
(B) NCF 1988
(C) NCF 2005
(D) NCF 1952

104. Read the following statements regarding "Assessment AS Learning":
I. It places the student at the center of the assessment process.
II. Students act as critical assessors of their own learning progress.
III. It relies entirely on external high-stakes board examinations.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

105. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):

Assertion (A): High-stakes annual board examinations at the end of Class 10 and 12 often promote a coaching culture and rote learning.

Reason (R): When examination questions focus primarily on recall of textbook facts, students prioritize memorization strategies over conceptual understanding.

In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. What is the fundamental difference between "Absolute Grading" and "Relative Grading"?
(A) Absolute grading uses fixed cut-offs; relative grading evaluates group position
(B) Absolute grading relies exclusively on percentile ranks; relative grading uses raw marks
(C) Absolute grading applies to co-scholastic domains; relative grading applies to scholastic topics
(D) Absolute grading eliminates pass/fail boundaries; relative grading mandates pass quotas

107. Which formula represents the computation of the Difficulty Index (p) of an item, where R is the number of correct responses and N is the total number of examinees?
(A) $p = (R/N) \times 100$
(B) $p = (N/R) \times 100$

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57. When a distribution of scores is positively skewed, which order describes the relative positions of the Mean, Median, and Mode?
(A) Mean < Median < Mode
(B) Mode < Median < Mean
(C) Mean = Median = Mode
(D) Median < Mean < Mode

58. Which coefficient of correlation is used when calculating the relationship between two continuous variables measured on an interval or ratio scale?
(A) Pearson Product-Moment Correlation
(B) Spearman's Rank-Order Correlation Coefficient
(C) Point-Biserial Correlation Analysis Method
(D) Fourfold Point Phi Correlation Coefficient

59. Read the following statements regarding split-half reliability:
I. It measures the internal consistency of a test.
II. It requires administering two different forms of a test on two separate days.
III. The Spearman-Brown prophecy formula is used to estimate total test reliability from split halves.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

60. Scenario: During an inspection, a Principal finds that a teacher calculates final grade point averages by simply adding percentages from tests of varying difficulty, length, and weightage without standardizing scores. What statistical correction should the Principal advise?
(A) Multiply all raw test scores by a constant scaling factor of two across subjects
(B) Convert raw marks to standard Z-scores prior to combining weighted totals
(C) Convert all percentage marks to simple ordinal ranks and add rank numbers directly
(D) Ignore differential test weightages completely and award uniform marks across classes

61. Which type of cognitive learning objective in Bloom's revised taxonomy is evaluated by asking students to "critique a research proposal based on evidence"?
(A) Analyzing
(B) Creating
(C) Evaluating
(D) Applying

62. According to NEP 2020, the new school curricular structure replacing $10 + 2$ is:
(A) $5 + 3 + 3 + 4$
(B) $3 + 4 + 4 + 5$
(C) $5 + 4 + 3 + 3$
(D) $4 + 3 + 3 + 5$

63. Under the $5 + 3 + 3 + 4$ school structure, which grades constitute the "Middle Stage"?
(A) Class 1 to 2
(B) Class 3 to 5
(C) Class 6 to 8
(D) Class 9 to 12

64. Read the following statements regarding Formative Assessment tools:
I. Anecdotal records provide detailed descriptive narrative accounts of significant student events.
II. Checklists only record the presence or absence of a trait or skill.
III. Rating scales indicate the degree or frequency with which a quality or behavior is manifested.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

65. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): High objectivity in scoring an examination reduces inter-rater variability and increases test reliability.
Reason (R): Multiple-choice tests evaluated via automated optical mark recognition (OMR) scanners possess high scoring objectivity.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. The concept of "Educational Measurement" differs from "Educational Evaluation" in that measurement is strictly:

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system.

In the light of the above statements, choose the correct option:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

116. Which of the following is an example of an Assessment FOR Learning strategy?

(A) Awarding official final grade certificates upon completion of secondary school studies
(B) Publishing state-wide comparative merit lists and student ranks in public newspapers
(C) Conducting external annual promotional written examinations for grade transition records
(D) Using lesson exit tickets to check understanding and inform upcoming instruction

117. In the context of test scoring, what is "Scorer Reliability" (or Inter-Rater Reliability)?

(A) Consistency of student test performance scores across different academic administration seasons
(B) Statistical correlation between daily student attendance records and final written exam marks
(C) Consistency of scores assigned by different evaluators to the same student responses
(D) Degree of statistical agreement between written exam marks and practical assessment scores

118. Which correlation method is most appropriate for finding the relationship between ranks assigned to students by two judges in a public speaking competition?

(A) Pearson Product-Moment Correlation Analysis
(B) Spearman's Rank-Difference Correlation
(C) Point-Biserial Correlation Statistical Method
(D) Multiple Linear Regression Analysis Model

119. Read the following statements regarding Diagnostic Evaluation:

I. It is conducted when regular formative remedial measures fail to address learning gaps.
II. It aims to diagnose underlying learning causes such as physical, emotional, or cognitive learning disabilities.
III. It results in assigning letter grades on official academic transcripts.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

120. Scenario: A School Principal reviews the internal evaluation system and notices that teachers use subjective essay questions exclusively, leading to high variability in marks given by different teachers for identical content. What administrative intervention is most appropriate?

(A) Implement model answer keys and scoring rubrics for subjective questions
(B) Prohibit subjective essay questions entirely from all internal terminal school examinations
(C) Double the official time duration allocated for completing school examination papers
(D) Outsource subjective paper evaluation entirely to external private administrative agencies

121. In a frequency distribution, if the mode is 25 and the mean is 25, what is the value of the median assuming a unimodal symmetric distribution?

(A) 25
(B) 50
(C) 0
(D) 12.5

122. Which National Education Policy first emphasized the establishment of Navodaya Vidyalayas and the integration of Continuous and Comprehensive Evaluation across secondary schools?

(A) NPE 1968
(B) NPE 1986
(C) NEP 2020
(D) Draft Policy 1979

123. The "Program of Action" (POA) 1992 was formulated to review and operationalize which national policy?

(A) NPE 1968
(B) NPE 1986
(C) NEP 2020
(D) Right to Education Act 2009

124. Read the following statements regarding Formative Evaluation techniques:

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than low performers, the item stem or distractor is likely ambiguous or misleading.

Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

75. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Standardized achievement tests provide comparable scores across different schools and regions.
Reason (R): Standardized tests are constructed using uniform administration procedures, scoring keys, and nationally established norms.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. What is the standard error of measurement (SEM) used for in educational evaluation?
(A) To calculate merit increments and performance bonuses for classroom teachers
(B) To estimate the score interval around an observed score containing the true score
(C) To determine financial expenditure required for printing standardized question papers
(D) To rank public and private schools systematically in state-wide academic league tables

77. Which format of test question provides maximum objective reliability and content coverage per unit of testing time?
(A) Extended long-answer essay questions
(B) Unstructured oral interview assessments
(C) Multiple-choice questions (MCQs)
(D) Collaborative group discussion exercises

78. In educational statistics, if a distribution has Mean = 50 and Standard Deviation = 10, what is the Z-score of a candidate who scored 65?
(A) +1.5
(B) +1.0
(C) -1.5
(D) +2.0

79. Read the following statements regarding absolute grading and relative grading:
I. Absolute grading assigns grades based on pre-defined percentage cut-offs (e.g., 90-100% = A+).
II. Relative grading assigns grades based on rank order and normal distribution percentages (e.g., top 10% = A+).
III. CBSE implemented a 9-point relative grading system for Class X Board exams.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

80. Scenario: A school Headmistress notices that a newly appointed teacher sets annual exam question papers that contain only factual recall questions from the textbook back-exercises. To align with NEP 2020 competency-based evaluation, what administrative direction should the Headmistress give?
(A) Approve the question paper directly to simplify scoring procedures and reduce grading workload
(B) Direct the teacher to construct application and analysis items based on real scenarios
(C) Outsource annual question paper construction entirely to commercial private coaching institutes
(D) Convert all written terminal examination questions into individual oral viva-voce tests

81. Which statistical graph is formed by plotting class midpoints against frequencies and joining the points with straight line segments?
(A) Bar chart
(B) Frequency Polygon
(C) Histogram
(D) Pie chart

82. Which of the following best describes "Authentic Assessment"?
(A) Tasks requiring meaningful application of knowledge to real-world challenges
(B) Standardized timed multiple-choice assessments administered in formal examination halls
(C) Unannounced surprise pop quizzes evaluating verbatim recall of textbook definitions
(D) Mechanical rote memorization drills systematically verified through oral recitations

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83. The Yash Pal Committee Report (1993) titled "Learning Without Burden" strongly criticized which aspect of school evaluation?
(A) Absence of international standardized assessment frameworks across primary school stages
(B) Complete lack of mandatory centralized board examinations in primary Class 3 and Class 5
(C) Over-emphasis on rote learning, high-stakes exams, and competitive examination stress
(D) Excessive reliance on subjective student self-assessment and reflective learning tools

84. Consider the following statements regarding the Samagra Shiksha Scheme:
I. It is an overarching programme for the school education sector extending from pre-school to class 12.
II. It subsumes the three erstwhile schemes: SSA, RMSA, and Teacher Education.
III. It supports strengthening school assessment systems and national learning surveys like NAS.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

85. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Formative assessments should not be assigned numerical marks that are added to final promotional tallies.
Reason (R): Assigning high-stakes numerical marks to formative tasks encourages competition and gaming behavior rather than risk-taking and constructive learning from mistakes.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. In test construction, what is the primary purpose of conducting a "Pilot Run" or "Pre-testing" of test items on a sample group?
(A) To publish official test answer keys in regional newspapers prior to final testing
(B) To evaluate item difficulty, discrimination, and distractor function
(C) To determine final student grades for official annual academic report cards
(D) To fulfill statutory institutional financial audit and compliance formalities

87. Which type of evaluation error occurs when an evaluator tends to grade all students toward the middle of the scale, avoiding very high or very low marks?
(A) Systematic halo effect error
(B) Evaluator severity rating error
(C) Evaluator leniency rating error
(D) Central tendency error

88. What is the "Halo Effect" in subjective evaluation?
(A) Letting a general impression of a student bias specific trait ratings
(B) The confounding impact of physical classroom noise on student test performance
(C) The mathematical procedure used for normalizing raw examination test scores
(D) The administrative requirement to grade strictly based on standard deviation

89. Read the following statements regarding test usability (practicability):
I. Usability refers to the practical ease, administration time, scoring efficiency, and cost-effectiveness of a test.
II. A highly valid and reliable test may be unusable if it requires excessive expense or impossible administrative conditions.
III. Usability is completely independent of test scoring objectivity.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

90. Scenario: A school Principal observes that in Class 10 term exams, students who complete their papers early get bored and cause disruption, while slower writers fail to complete the exam. What test development factor should the Vice-Principal audit?
(A) Test length and time allocation adequacy
(B) Theoretical construct validity of individual test items
(C) Structural construct validity of distractor options

(D) Concurrent criterion validity relative to board standards

91. In a normal distribution curve (NPC), what are the values of Skewness and Kurtosis respectively?
(A) 0 and 0.263 (Mesokurtic)
(B) +1 and -1
(C) 0 and 3.0
(D) 0.5 and 0.5

92. Which statistical technique is used to predict a student's future performance on a criterion variable based on their score on one or more predictor variables?
(A) Chi-square test
(B) Linear Regression Analysis
(C) Spearman rank correlation
(D) Mode calculation

93. What is the main structural feature of the 4-stage Secondary Stage $(5+3+3+4)$ under NEP 2020?
(A) Class 9–12, offering multidisciplinary study, critical thinking, and choice flexibility
(B) Class 6–9, focusing exclusively on practical vocational trades and technical skill acquisition
(C) Class 8–10, preparing students exclusively for centralized state board written examinations
(D) Class 11–12, enforcing rigid non-permeable academic streams in Science, Commerce, and Arts

94. Read the following statements regarding "Continuous Evaluation":
I. It implies evaluation is integrated with the teaching-learning process throughout the session.
II. It requires conducting pen-and-paper tests every single day of the academic calendar.
III. It involves continuous identification of learning gaps followed by timely remedial measures.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

95. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Portfolio assessment provides a more comprehensive, authentic picture of student growth over time than a single end-of-term examination.
Reason (R): Portfolios collect diverse evidence of student work, self-reflections, and progressive improvements across authentic context settings.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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96. Which type of reliability measures internal consistency by calculating the average of all possible split-half coefficients?
(A) Test-retest correlation coefficient reliability method
(B) Kuder-Richardson 20 (KR-20) / Cronbach's Alpha coefficient
(C) Alternate parallel form administration reliability method
(D) Inter-rater scorer consistency reliability coefficient

97. In the context of assessment, what does "Construct Validity" evaluate?
(A) How comprehensively a test samples topics specified in the syllabus blueprint
(B) How well a test measures an intended theoretical trait or hypothetical construct
(C) How accurately test scores predict future job performance and career achievement
(D) How appealing the visual formatting, layout, and typography of the test booklet appear

98. When the correlation coefficient (r) between internal assessment scores and external board examination scores is -0.85, it indicates:
(A) A strong negative linear relationship
(B) A strong positive linear relationship
(C) No relationship at all
(D) Perfect statistical agreement

99. Read the following statements regarding classroom evaluation tools:
I. Rating scales provide quantitative data along a continuum of performance.
II. Anecdotal records are recorded after observing significant spontaneous student behaviors in natural settings.
III. Cumulative Record Cards (CRC) store comprehensive historical records of a

48. In item analysis, if all students in both the high-scoring group and low-scoring group answer a test item correctly, what is the item's Discrimination Index (d)?
(A) +1.00
(B) +0.50
(C) 0.00
(D) -1.00

49. Read the following statements regarding the Table of Specifications (Blueprint):
I. It specifies the weightage given to different instructional objectives (e.g., Knowledge, Understanding, Application).
II. It dictates the distribution of marks across different units/topics of the syllabus.
III. It prescribes the types of questions (e.g., MCQ, Short Answer, Long Answer) to be included.
IV. It determines the venue and seating plan for external examinations.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

50. Scenario: A school wants to evaluate high school students' ability to work in teams, display leadership, and demonstrate environmental consciousness during a community clean-up drive. Which evaluation instrument is most suitable?
(A) Behavioral rating scale with detailed descriptors
(B) Standardized multiple-choice subject knowledge test
(C) Comprehensive standardized educational aptitude battery
(D) Diagnostic algebra quiz with step-by-step evaluation

51. The mathematical relationship where T-score is derived from Z-score is given by which equation?
(A) $T = 50 + 10(Z)$
(B) $T = 100 + 15(Z)$
(C) $T = 10 + 50(Z)$
(D) $T = \frac{Z}{1}0$

52. What does a percentile rank of 85 indicate for a student in a standardized test?
(A) The student answered exactly 85 percent of all test items correctly on the exam
(B) The student failed to demonstrate mastery on 15 percent of measured objectives
(C) The student achieved a raw score of 85 marks out of a maximum 100 marks
(D) The student performed as well as or better than 85% of the norm comparison group

53. Which National Assessment Body was set up to conduct periodic sample surveys to assess system-level learning achievements (like NAS)?
(A) National Assessment and Accreditation Council (NAAC) governing body
(B) Central Board of Secondary Education (CBSE) Examination Division
(C) National Achievement Survey (NAS) cell under NCERT / PARAKH
(D) National Testing Agency (NTA) centralized assessment division

54. Read the following statements regarding Diagnostic Tests:
I. They are designed to pinpoint specific learning difficulties and gaps in learning.
II. They are typically administered at the end of an academic session to assign marks.
III. Results of diagnostic tests form the baseline for planning remedial teaching modules.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

55. A School Principal is preparing the annual assessment plan for Class IX in accordance with CBSE rules. What proportion of internal assessment is recommended to focus on portfolio, subject enrichment, and periodic tests?
(A) 20% internal assessment and 80% board/annual examination
(B) 50% internal assessment and 50% board/annual examination
(C) 100% internal assessment
(D) 10% internal assessment and 90% board/annual examination

56. Which statistical measure of dispersion represents the square root of the variance of a test score distribution?
(A) Standard deviation
(B) Mean deviation
(C) Range
(D) Interquartile range

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(C) $p = \frac{R-N}{1}00$

(D) $p = R \times N$

108. In item analysis, if 28 out of 100 students in the upper group and 8 out of 100 students in the lower group answer an item correctly (sample size per group $n = 100$), what is the Discrimination Index (d)?
(A) 0.20
(B) 0.36
(C) 0.18
(D) 0.28

109. Read the following statements regarding standard deviation (σ):
I. It measures the spread or dispersion of scores around the arithmetic mean.
II. A small standard deviation indicates that scores are clustered closely around the mean.
III. Standard deviation can be negative if scores are below zero.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

110. Scenario: A Directorate of Education school conducts a school-wide baseline reading assessment. The scores show a normal distribution with Mean = 60 and Standard Deviation = 8. What proportion of students scored between 52 and 68?
(A) Approximately 50%
(B) Approximately 68%
(C) Approximately 95%
(D) Approximately 99%

111. Which type of test item minimizes the effect of reading ability and language fluency on mathematical competency assessment?
(A) Symbolic and diagrammatic items with simple language
(B) Extended long-answer narrative essay examinations
(C) Comprehensive unstructured oral viva-voce tests
(D) In-depth open-ended research thesis writing tasks

112. Under the RTE Act 2009, Section 16 originally contained a "No Detention Policy". How was this section modified by the RTE (Amendment) Act, 2019?
(A) Complete permanent abolition of all formal examinations across Classes 1 through 12 nationwide
(B) Empowered states to test Grades 5 and 8 and allow conditional detention after re-test
(C) Mandatory academic detention enforced systematically from Grade 1 onwards across all schools
(D) Centralized board exams made compulsory for Grades 3, 5, and 8 without any re-test provisions

113. What is the primary purpose of "Grading" over awarding traditional numerical percentage marks?
(A) To eliminate academic evaluation and testing procedures completely across all school stages
(B) To reduce competition, test anxiety, and minor errors of numerical marking
(C) To ensure that every student receives identical marks regardless of individual learning effort
(D) To increase paper evaluation and scoring time significantly for classroom subject teachers

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114. Consider the following statements regarding the Holistic Progress Card (HPC) developed under NEP 2020:
I. It provides a comprehensive profile including cognitive, affective, and psychomotor domains.
II. It includes self-assessment, peer-assessment, teacher evaluation, and parent feedback.
III. It reports progress in project-based learning and inquiry-based activities.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

115. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Evaluation should be aligned directly with intended Learning Outcomes (LOs) specified for each grade level.
Reason (R): Alignment between learning outcomes and assessment instruments ensures construct and content validity of the evaluation

(A) Quantitative and descriptive without value judgment
(B) Value-based, qualitative, and interpretative in nature
(C) Diagnostic, prescriptive, and focused on remediation
(D) Normative, supervisory, and institutional in orientation

67. Which constitutional schedule contains the subject of "Education" following the 42nd Constitutional Amendment Act of 1976?
(A) Union List (List I) contained within the Seventh Schedule
(B) State List (List II) contained within the Seventh Schedule
(C) Concurrent List (List III) of the Seventh Schedule
(D) Eleventh Schedule relating to Panchayati Raj administration

68. Article 350A of the Constitution of India relates to facilities for instruction in which medium at the primary stage?
(A) Hindi language medium across all regions exclusively
(B) English language medium across all states exclusively
(C) Sanskrit language as a classical medium of instruction
(D) Mother tongue of linguistic minority group children

69. Consider the following statements regarding the National Policy on Education 1986 (NPE 1986):
I. It recommended Minimum Levels of Learning (MLL) at the primary stage.
II. It advocated replacing summative grading with non-formal continuous evaluation.
III. It introduced the scheme of Operation Blackboard to improve primary school infrastructure.
Which of the statements given above are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

70. Scenario: In a Delhi Government school, a Principal notices that several students from underprivileged backgrounds display severe gaps in basic reading ability in Class 6. Under NIPUN Bharat and NEP 2020 guidelines, what immediate pedagogical evaluation strategy should be deployed?
(A) Retain non-proficient students in Class 6 for up to three consecutive academic years
(B) Conduct foundational literacy diagnostic mapping and implement targeted remediation
(C) Force struggling students to register immediately for external open-schooling examinations
(D) Suspend all formal evaluation procedures and award automatic pass certificates unconditionally

71. The "Kothari Commission" (1964-66) emphasized that evaluation should be:
(A) A discrete summative event conducted exclusively at the terminal stage of secondary school education
(B) An evaluation model based entirely on external oral examinations conducted by visiting inspectors
(C) A standardized testing mechanism delegated entirely to private independent testing agencies
(D) A continuous process integral to the total education system and linked to objectives

72. Which type of test item is most susceptible to "guessing bias" by examinees?
(A) True/False (Alternative Response) item
(B) Essay question
(C) Multiple-choice item with 5 distractors
(D) Matching column item with 8 pairs

73. In test item construction, what is a "distractor"?
(A) The officially designated correct answer key specified in the test scoring guide
(B) A typographical or formatting error occurring inadvertently in the question stem
(C) An incorrect option designed to attract candidates lacking conceptual mastery
(D) A subtle clue or prompt within the item stem that reveals the correct choice

74. Read the following statements regarding distractor analysis:
I. A good distractor should attract more candidates from the lower-performing group than from the higher-performing group.
II. If a distractor is chosen by no candidate at all, it is considered ineffective and should be revised.
III. If more high performers choose a distractor

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I. Questioning during live instruction helps check comprehension immediately.
II. Peer feedback promotes collaborative review and self-reflection.
III. Terminal end-of-year exams are the principal tool of formative evaluation.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

125. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Competency-based assessments focus on assessing real-world application of skills rather than passive recall of theoretical facts.
Reason (R): Competencies represent integrated packages of knowledge, skills, values, and attitudes required to perform tasks effectively in authentic contexts.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Which of the following best describes the "Table of Specifications" (Blueprint)?
(A) An administrative financial ledger utilized for purchasing institutional examination paper stock
(B) A standardized seating arrangement plan designed for national board examination centers
(C) A comprehensive master timetable scheduled for conducting annual co-curricular activities
(D) A grid mapping instructional objectives against content topics with mark weightages

127. If a test is shortened by removing valid items while retaining the remaining structure, what generally happens to its reliability?
(A) Reliability decreases
(B) Reliability increases
(C) Reliability remains completely unchanged
(D) Reliability becomes 1.0

128. What statistical term describes the degree of peakedness or flatness of a symmetric probability distribution relative to a normal distribution?
(A) Skewness
(B) Kurtosis
(C) Variance
(D) Standard Error

129. Read the following statements regarding assessment in co-scholastic areas:
I. Co-scholastic areas include life skills, attitudes toward teachers and peers, values, and co-curricular activities.
II. Assessment in co-scholastic areas is primarily observational and qualitative.
III. Standardized pen-and-paper examinations are the ideal method for evaluating co-scholastic domains.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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130. Scenario: A Vice-Principal observes that students score high marks in class tests but fail to apply scientific concepts when solving real-world case studies in class exhibitions. What gap in test item design is indicated?
(A) Over-reliance on lower-order knowledge recall items over higher-order application
(B) Unusually high item difficulty index values observed across the test question battery
(C) High statistical reliability and internal consistency of the evaluated science test items
(D) Complete absence of a standard bell-shaped normal distribution curve in student marks

131. Which of the following is a non-parametric statistical measure of central tendency?
(A) Arithmetic Mean
(B) Standard Deviation
(C) Median
(D) Pearson Correlation Coefficient

132. What is the primary purpose of the "National Achievement Survey" (NAS) conducted in India?
(A) To award individual student proficiency certificates and public school rank position listings
(B) To select and sponsor high-performing student candidates for national sports academies

including voice modulation, body language, content relevance, and eye contact. Which evaluation technique and tool should the Principal recommend?
(A) Comprehensive written essay test evaluated mechanically using an automated OMR scanner
(B) Performance task evaluated via an analytic rubric
(C) Standardized multiple-choice assessment measuring explicit knowledge of grammar rules
(D) Objective True/False questionnaire assessing theoretical communication definitions

151. What is the value of the Median for a set of data where the scores are: 5, 8, 12, 15, 18, 22?
(A) 12
(B) 13.5
(C) 15
(D) 13.33

152. Which of the following statistical measures is an indicator of relative standing in a group?
(A) Percentile rank
(B) Standard deviation
(C) Mean
(D) Variance

153. Under the provisions of NCF-SE 2023, what is the primary structural focus of assessment in the Preparatory Stage (Classes 3 to 5)?
(A) Formal centralized public board examinations administered annually across all primary schools
(B) Specialized vocational apprenticeship skills testing integrated with practical trades
(C) Observational tracking combined with simple written and oral evaluations
(D) High-stakes standardized competitive entrance tests designed for secondary school tracking

154. Read the following statements regarding test item distractors:
I. A distractor is plausible if chosen by students who have not mastered the topic.
II. Distractors should be logically plausible and free from grammatical clues.
III. Non-functional distractors should be retained to keep the option count high.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

155. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Formative assessment is fundamentally formative only if the evidence collected is actually used to adapt teaching to meet student learning needs.
Reason (R): Merely recording marks or scores without using the assessment information to guide learning does not constitute formative assessment.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

156. In educational statistics, what is the Variance of a score distribution?
(A) The square root of the mean deviation
(B) The square of the standard deviation (σ^2)
(C) The difference between the maximum and minimum score
(D) The average of the median and mode

157. Which evaluation type is conducted at the conclusion of an instructional unit to certify completion and award credit marks?
(A) Formative evaluation
(B) Placement evaluation
(C) Summative evaluation
(D) Diagnostic evaluation

158. What is the major advantage of using open-ended essay questions in secondary school examinations?
(A) Exceptionally high scoring objectivity and complete evaluator consistency across papers
(B) Rapid automated optical mark computer scoring capability for large student populations
(C) Absolute freedom from subjective evaluator grading bias and personal strictness errors
(D) Assessing complex synthesis, creative expression, and critical thinking

159. Read the following statements regarding Item Analysis:

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141. What is the standard score mean and standard deviation of a T-score distribution?
(A) Mean = 0, SD = 1
(B) Mean = 50, SD = 10
(C) Mean = 100, SD = 15
(D) Mean = 500, SD = 100

142. Which constitutional provision authorizes the state to make special provisions for the educational advancement of Socially and Educationally Backward Classes (SEBCs), SCs, and STs?
(A) Article 21A
(B) Article 51A(k)
(C) Article 350A
(D) Article 15(4) and Article 46

143. Which of the following represents an objective-type test item with the least potential for guessing error?
(A) Standard True/False alternate response test item
(B) Multiple-choice item with four plausible options
(C) Matching item with 10 premises and 12 responses
(D) Forced-choice binary selection assessment item

144. Read the following statements regarding Norm-Referenced Tests (NRT) and Criterion-Referenced Tests (CRT):
I. NRT is designed to rank students relative to one another.
II. CRT is designed to measure how well a student has mastered specific learning objectives.
III. CRT requires a broad bell-curve distribution of scores to be meaningful.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

145. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): CCE in its original rigid format with heavy paper-pencil formative worksheets was criticized for creating excessive clerical burden on teachers.
Reason (R): Effective formative assessment relies on authentic classroom interactions, qualitative feedback, and observational tools rather than continuous formal testing.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. Which of the following is an essential requirement for building a valid test blueprint?
(A) Allocating topic weightages based on instructional time
(B) Including multiple-choice question formats exclusively throughout the entire examination
(C) Assigning completely equal mark weightages to every syllabus unit regardless of content
(D) Mandating that all constructed test questions must carry exactly ten marks each uniformly

147. If an item has a Difficulty Index (p) of 0.10, it implies that the item is:
(A) Very easy
(B) Moderately difficult
(C) Very difficult
(D) Completely invalid

148. What type of test item asks students to produce a short response in their own words rather than selecting from given alternatives?
(A) Standard selected-response test item
(B) Forced-choice alternative selection item
(C) Matching-column premise-response item
(D) Constructed-response supply item format

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149. Read the following statements regarding the role of rubrics in assessment:
I. Rubrics enhance evaluation transparency by clearly defining expectations.
II. Rubrics help maintain inter-rater reliability among multiple evaluators.
III. Rubrics eliminate the need for providing qualitative written feedback to students.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

150. Scenario: An English department teacher wants to assess students' public speaking skills,

(C) To evaluate individual teacher performance for determining annual salary step increments
(D) To assess overall health and learning outcome indicators of the school system

133. Which evaluation approach compares an individual student's progress over time against their own previous baseline performance rather than against peers or fixed standards?
(A) Norm-referenced assessment
(B) Criterion-referenced assessment
(C) Ipsative assessment
(D) Standardized diagnostic assessment

134. Read the following statements regarding "Assessment for Learning":
I. It occurs during the learning process.
II. It uses assessment evidence to adjust teaching strategies to meet student needs.
III. It focuses exclusively on assigning final grades for official record-keeping.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

135. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Standardized diagnostic tests are essential tools for designing effective Individualized Education Plans (IEPs) for children with special needs.
Reason (R): Diagnostic tests pinpoint specific learning deficits, cognitive processing gaps, and precise areas requiring targeted pedagogical intervention.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. Which formula calculates the Range of a set of test scores?
(A) $Ran \geq = Highest\ Score - Lowest\ Score$
(B) $Ran \geq = Highest\ Score + Lowest\ Score$
(C) $Ran \geq = Mea\frac{n}{S}\tan dard\ Deviation$
(D) $Range = Variance \times 2$

137. In a normal distribution curve, what percentage of area lies between the mean and $+1$ standard deviation ($+1\sigma$)?
(A) 34.13%
(B) 50.00%
(C) 68.26%
(D) 13.59%

138. Which assessment tool consists of a detailed scoring guide outlining specific criteria and levels of quality performance for evaluating student performance tasks?
(A) Rubric
(B) Checklist
(C) Rating Scale
(D) Cumulative Record Card

139. Read the following statements regarding Formative Evaluation in Delhi Government Schools (DoE):
I. Formative assessment should involve constructive qualitative feedback rather than mere numerical marks.
II. It should include activities like project work, group presentations, and practical demonstrations.
III. It must be conducted as a high-stakes written test at the end of every academic term.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

140. Scenario: A Principal conducts an administrative review of terminal exam results and finds that a test in Mathematics had a Mean score of 35% with a Standard Deviation of 2%. What does this low standard deviation indicate about the student score distribution?
(A) Unusually high variability and wide dispersion in student performance marks across sections
(B) Scores are tightly clustered around the low average score
(C) The test demonstrated perfect content validity and objective blueprint alignment throughout
(D) All enrolled students achieved complete conceptual mastery levels across syllabus topics

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I. It involves calculating the Item Difficulty Index (p).
II. It involves calculating the Item Discrimination Index (d).
III. It evaluates the effectiveness of option distractors.
IV. It determines the venue allocation for board examinations.

Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

160. Scenario: A school Headmaster discovers that test papers set by the Science department rely heavily on questions copied directly from online question banks, resulting in high construct irrelevance. What administrative standard should the Headmaster enforce?
(A) Require all science test questions to be converted exclusively into multiple-choice items
(B) Ensure test papers follow a validated blueprint aligned with learning standards
(C) Abolish internal science evaluations entirely and rely exclusively on student self-assessments
(D) Mandate that all constructed questions carry equal numerical marks across all school subjects

161. In a distribution of scores where Mean = 70 and Median = 75, what is the general direction of skewness?
(A) Positively skewed
(B) Negatively skewed
(C) Symmetric
(D) Mesokurtic

162. Which education commission recommended that school evaluation should move away from external board examinations toward internal continuous assessment?
(A) Mudaliar Commission (1952-53)
(B) Kothari Commission (1964-66)
(C) Radhakrishnan Commission (1948-49)
(D) Hunter Commission (1882)

163. What is the full form of NIPUN in NIPUN Bharat Mission?
(A) National Initiative for Proficiency in Innovation, Understanding and Numeracy
(B) National Institute for Primary Understanding, Foundational Literacy and Numeracy
(C) National Initiative for Proficiency in Reading with Understanding and Numeracy
(D) National Infrastructure for Primary Universal Numeracy and Foundational Skills

164. Read the following statements regarding Self-Assessment:
I. Self-assessment empowers students to take responsibility for their own learning.
II. It enhances student metacognitive and self-regulatory skills.
III. It replaces official summative certification and board diplomas entirely.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

165. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Percentile ranks are non-linear transformations of raw scores and cannot be added or averaged directly using standard arithmetic.
Reason (R): Percentile ranks represent ordinal position in a group rather than equal interval distance scale measurements.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. What type of assessment paradigm is represented when a student uses a rubric to monitor and adjust their own project draft while working on it?
(A) Assessment OF Learning
(B) Assessment AS Learning
(C) Assessment FOR Certification
(D) Summative Evaluation

167. Which formula expresses the Spearman-Brown Prophecy Formula for estimating total test reliability ($R_{\longrightarrow tal}$) from half-test reliability (r_{half})?
(A) $R_{total} = (2 \times r_{half}) / (1 + r_{half})$

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strength and direction of linear association between variables, not causal directionality.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. Which statistical term defines the middle 50% range of scores in a distribution, bounded by the 25th percentile (Q_1) and 75th percentile (Q_3)?
(A) Interquartile range
(B) Standard deviation
(C) Variance
(D) Mean absolute deviation

187. What is the main characteristic of a "Speed Test"?
(A) All examinees have ample time to attempt every item, but items are extremely difficult
(B) Examinees are given a large number of easy items within a strict, limited time window
(C) Items evaluate complex philosophical constructs
(D) No time limit is enforced during administration

188. In educational measurement, what is "Construct Irrelevant Difficulty"?
(A) High difficulty inherent in solving complex multi-step mathematical reasoning problems
(B) Unclear wording or language barriers unrelated to the measured trait
(C) Item discrimination index values exceeding 0.50 during statistical item analysis runs
(D) Systematic inclusion of higher-order cognitive domain questions in terminal board exams

189. Read the following statements regarding Assessment OF Learning:
I. It is predominantly summative in nature.
II. It is used to certify, grade, or report student achievement at the end of a unit or course.
III. It provides real-time pedagogical adjustments during daily classroom activities.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

190. Scenario: A school Principal observes that high school students spend months memorizing past 10-year board examination answer keys, leading to severe lack of conceptual understanding. To implement NEP 2020 recommendations, the Principal should request exam boards to:
(A) Eliminate all external standardized school examinations completely across all grade levels
(B) Return exclusively to traditional memory-based short-answer textbook recall questions
(C) Conduct individual oral viva-voce examinations exclusively for all senior secondary subjects
(D) Increase application and competency-based questions in board exams

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191. In a normal probability curve, what is the value of the Mean, Median, and Mode?
(A) Mean = Median = Mode
(B) Mean > Median > Mode
(C) Mode > Median > Mean
(D) Mean = 0, Median = 1, Mode = 2

192. Which of the following is an example of an Assessment tool used primarily for recording observational qualitative data over time?
(A) OMR answer sheet
(B) Anecdotal record
(C) Standardized multiple-choice booklet
(D) Speed typing test key

193. Under the RTE Act 2009, what is the mandated maximum Pupil-Teacher Ratio (PTR) for primary schools (Classes 1-5)?
(A) 30:1
(B) 35:1
(C) 40:1
(D) 25:1

194. Read the following statements regarding Criterion-Referenced Tests (CRT):
I. Scores are interpreted relative to a defined performance standard or learning objective.
II. CRTs are useful for mastery learning and diagnostic assessment.
III. CRT scores depend heavily on how peers perform in the same test.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

(A) Conducted formally at the end of the course for official student certification
(B) Provides immediate feedback during instruction to guide learning
(C) Assigns final cumulative percentile ranks and official academic performance descriptors
(D) Used strictly for inter-school standardized achievement comparisons and league rankings

177. Which assessment tool consists of a collection of student work samples selected over time to show growth, self-reflection, and achievement?
(A) Cumulative Record Card
(B) Portfolio
(C) Rating Scale
(D) Diagnostic Battery

178. What does "Concurrent Validity" measure?
(A) Score correlation with a concurrent criterion test
(B) How accurately test scores predict future job performance and academic achievement
(C) How comprehensively test items cover the specified content syllabus and blueprint
(D) How practical and easily accessible a test is for large-scale institutional administration

179. Read the following statements regarding standard scores:
I. Z-scores have a mean of 0 and a standard deviation of 1.
II. T-scores have a mean of 50 and a standard deviation of 10.
III. Both Z-scores and T-scores allow comparison of performance across different tests with different scales.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

180. Scenario: A Vice-Principal is analyzing the difficulty of a newly constructed diagnostic physics test. An item has $p = 0.50$ and $d = 0.45$. How should the Vice-Principal evaluate this test item?
(A) Reject the test item immediately as statistically flawed and unusable in future assessments
(B) Revise the item stem and options fundamentally to make it much easier for all test-takers
(C) Remove option distractors and convert the question into a multi-choice matching exercise
(D) Retain as an excellent item with moderate difficulty and high discrimination

181. In a normal distribution, what proportion of total observations falls below the Median score?
(A) 25%
(B) 50%
(C) 75%
(D) 100%

182. Which educational committee recommended the setting up of PARAKH as a standard-setting body for student assessment?
(A) Yash Pal Committee Advisory Board on School Education Burden
(B) NEP 2020 Drafting Committee (Kasturirangan Committee)
(C) National Knowledge Commission chaired by Sam Pitroda on Education
(D) Tsukamoto Committee on Standardized Testing Reforms in Schools

183. Which constitutional provision explicitly addresses the promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes, and other weaker sections?
(A) Article 46
(B) Article 21A
(C) Article 14
(D) Article 32

184. Read the following statements regarding Rubrics:
I. Analytic rubrics evaluate individual components of a task separately.
II. Holistic rubrics evaluate the overall performance task as a whole.
III. Analytic rubrics provide more diagnostic feedback to students than holistic rubrics.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

185. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): High correlation between two test variables does not automatically imply a cause-and-effect relationship between them.
Reason (R): Correlation measures only the

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204. Read the following statements regarding continuous evaluation in elementary classes:
I. It reduces fear and stress among young learners.
II. It allows teachers to provide immediate remedial intervention for learning gaps.
III. It requires conducting high-stakes formal board examinations every quarter.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

205. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Open-book examinations assess higher-order cognitive abilities such as analysis, synthesis, and application rather than simple information recall.
Reason (R): In open-book examinations, examinees have access to reference materials, making direct factual retrieval trivial and requiring higher-level analytical responses.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

206. What statistical property is represented when test scores form a bell-shaped, symmetrical curve with Mean = Median = Mode?
(A) Positive Skewness
(B) Negative Skewness
(C) Bimodal Distribution
(D) Normal Probability Distribution

207. Which type of validity is established by demonstrating that a test covers a representative sample of the learning objectives and content domains specified in the curriculum?
(A) Content Validity
(B) Predictive Validity
(C) Construct Validity
(D) Concurrent Validity

208. In educational evaluation, what does "Norms" refer to?
(A) Official financial administrative guidelines for purchasing institutional exam paper stock
(B) Standardized sample data used as a frame of reference for interpreting scores
(C) Minimum baseline pass marks fixed independently by private school management committees
(D) Statutory maximum number of students permitted to be enrolled per physical classroom

209. Read the following statements regarding the Item Discrimination Index (d):
I. It ranges from -1.00 to $+1.00$.
II. Positive values indicate that higher-ability students answered the item correctly more often than lower-ability students.
III. Negative values indicate that lower-ability students answered the item correctly more often than higher-ability students.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

210. Scenario: A school Principal receives complaints from parents that the Class 11 annual physics exam was excessively difficult, with 90% of students failing. An item analysis reveals that the average Difficulty Index (p-value) across all items was 0.12. What administrative interpretation and corrective action should the Principal take?
(A) Test was overly difficult; review teaching coverage and moderate results
(B) The test design was completely ideal and no administrative or pedagogical action is required
(C) Cancel the physics elective subject from the secondary school curriculum offerings permanently
(D) Suspend all enrolled physics students for failing to achieve acceptable passing marks on tests

211. Which statistical correlation coefficient measures the degree of association between two dichotomous variables?
(A) Pearson product-moment
(B) Spearman rank
(C) Phi coefficient
(D) Linear regression

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195. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Diagnostic evaluations are administered to identify specific underlying learning barriers when students fail to respond to standard formative instruction.
Reason (R): Diagnostic tests provide precise qualitative details about persistent conceptual misunderstandings, enabling tailored remedial programs.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

196. Which type of evaluation technique involves asking students to reflect on their own learning strengths, weaknesses, and goal progress?
(A) External audit
(B) Peer-grading
(C) Diagnostic clinical battery
(D) Self-assessment

197. In educational testing, what is "Predictive Validity"?
(A) The subjective degree to which test items appear valid to non-expert classroom observers
(B) The internal statistical consistency calculated across odd-even split-half assessment items
(C) How accurately test scores predict future criterion performance
(D) The degree of scoring agreement between two independent evaluators grading identical papers

198. Which measure of central tendency is the most appropriate for nominal data (e.g., categorical classifications like preferred subject choice)?
(A) Arithmetic Mean
(B) Mode
(C) Median
(D) Harmonic Mean

199. Read the following statements regarding the Delhi School Education Act and Rules (DSEAR) 1973 context:
I. Recognized schools must follow evaluation patterns prescribed by the recognized board (e.g., CBSE).
II. Internal assessment marks submitted to the board must adhere to official board directives and moderation guidelines.
III. Heads of institutions have unconditional power to alter board examination marks unilaterally.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

200. Scenario: A School Headmistress is conducting an administrative review of school internal assessment procedures. She notices that co-scholastic grades (e.g., Art Education, Physical Education) are awarded arbitrarily without any observation tools or rubrics. What policy action should she take?
(A) Direct teachers to use observational checklists, rating scales, and rubrics
(B) Abolish co-scholastic domain assessments entirely from institutional reporting policies
(C) Convert all co-scholastic practical evaluations into written pen-and-paper theory exams
(D) Award top grade 'A' to all enrolled students automatically to reduce administrative time

201. What is the value of the standard deviation (σ) of a Z-score distribution?
(A) 0
(B) 1
(C) 10
(D) 100

202. Which National Policy on Education explicitly recommended that "at the stage of higher secondary education, vocational streams should be provided to divert students according to interests"?
(A) NPE 1968
(B) NPE 1986
(C) NEP 2020
(D) Draft Policy 1979

203. Which assessment framework emphasizes "continuous feedback loop between teacher and student during learning to adjust instruction"?
(A) Assessment OF Learning
(B) Summative Evaluation
(C) Systemic Accreditation
(D) Assessment FOR Learning

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(B) $R_{\{\longrightarrow tal\}} = \frac{r_{\{half\}}}{2}$
(C) $R_{total} = (1 + r_{half}) / (2 \times r_{half})$
(D) $R_{\{\longrightarrow tal\}} = \left(r_{\{half\}}\right)^2$

168. In educational statistics, what is the value of the standard score (Z) for a raw score equal to the mean?
(A) +1.0
(B) 0.0
(C) -1.0
(D) 50.0

169. Read the following statements regarding standardizing test administration:
I. Test directions and instructions must be identical for all examinees.
II. Environmental testing conditions (lighting, noise, seating) should be kept uniform.
III. Time limits should be strictly controlled as per test specifications.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

170. Scenario: A Delhi government school Principal notices that during internal evaluations, different teachers grade identical subjective answers differently due to personal strictness or leniency. What administrative tool will minimize this "inter-rater variance"?
(A) Model answer keys with structured scoring rubrics
(B) Replacing written papers with oral viva-voce examinations across all subjects
(C) Complete elimination of all open-ended subjective essay questions from testing
(D) Increasing the total maximum numerical marks allocated to the exam paper

171. Which measure of central tendency is calculated by finding the most frequently occurring value in a dataset?
(A) Mean
(B) Median
(C) Geometric Mean
(D) Mode

172. Article 21A was inserted into the Constitution of India by which Constitutional Amendment Act?
(A) 42nd Amendment Act, 1976
(B) 86th Amendment Act, 2002
(C) 44th Amendment Act, 1978
(D) 93rd Amendment Act, 2005

173. What is the fundamental focus of "Competency-Based Education" (CBE) as envisioned in NEP 2020?
(A) Timely completion of prescribed textbook syllabi within fixed institutional academic schedules
(B) Systematic rote memorization of past ten-year board examination question paper solutions
(C) Demonstration of explicit, measurable skills and conceptual mastery
(D) Competitive assignment of student class ranks based strictly on bell-curve distribution scoring

174. Read the following statements regarding Holistic Progress Cards (HPC):
I. It replaces traditional marks-based report cards with detailed qualitative skill descriptors.
II. It includes reflections from the student, peers, teachers, and parents.
III. It tracks multidimensional growth across cognitive, social-emotional, and psychomotor domains.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

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175. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Test items with a Discrimination Index (d) near 0.00 should be rejected or thoroughly revised.
Reason (R): An item with $d = 0.00$ fails to discriminate between high-performing and low-performing candidates.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

176. Which of the following is a primary feature of "Formative Evaluation"?

212. Which section of the RTE Act, 2009 lays down that "no child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education" (subject to 2019 amendment)?
(A) Section 12
(B) Section 16
(C) Section 21
(D) Section 29

213. What is the primary role of "PARAKH" under NEP 2020?
(A) Conducting centralized competitive entrance examinations for engineering and technical colleges
(B) Managing inter-district public school teacher transfers and personnel administrative deployments
(C) Setting assessment standards, norms, and guidelines across recognized school boards
(D) Auditing annual institutional financial accounts and government grant utilization statements

214. Read the following statements regarding Competency-Based Assessment:
I. It measures real-world application of knowledge rather than theoretical memory recall.
II. It is aligned with explicit learning outcomes defined for each grade.
III. It promotes cramming near examination dates.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

215. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Formative assessment practices increase student intrinsic motivation and learning self-efficacy.
Reason (R): Non-judgmental, constructive feedback during formative assessment focuses on personal mastery and learning improvement rather than comparative social ranking.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

216. Which type of rubric provides a single overall score for a student's performance task without evaluating sub-components separately?
(A) Holistic Rubric
(B) Analytic Rubric
(C) Diagnostic Rubric
(D) Psychometric Rubric

217. In educational testing, if a test yields consistent results upon repeated administration under similar conditions, the test is said to possess high:
(A) Validity
(B) Usability
(C) Reliability
(D) Objectivity

218. What is the main statistical measure of central tendency used when test scores are measured on an ordinal scale (ranks)?
(A) Arithmetic Mean
(B) Median
(C) Harmonic Mean
(D) Standard Deviation

219. Read the following statements regarding the 360-degree Holistic Progress Card (HPC):
I. It reflects the child's unique progress across cognitive, affective, and psychomotor domains.
II. It includes self-assessment and peer-assessment alongside teacher evaluation.
III. It relies purely on end-of-term annual external examination marks.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

220. Scenario: A Vice-Principal observes that teachers in the social science department spend 80% of classroom evaluation time on dictating short-answer question-answers for students to memorize. To align with NCF-SE 2023, what assessment shift should the Vice-Principal enforce?
(A) Mandate daily formal memory testing of textbook back-exercise questions and definitions

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(B) Introduce inquiry projects, source analysis, and debate rubrics
(C) Replace the social science curriculum completely with pure mathematics instruction sessions
(D) Require all classroom evaluations to consist exclusively of informal non-evaluative games

221. What is the formula for calculating Z-score, where X is the raw score, μ is the mean, and σ is the standard deviation?
(A) $Z = (X - \mu)/\sigma$
(B) $Z = (X + \mu)/\sigma$
(C) $Z = \sigma/(X - \mu)$
(D) $Z = (X - \sigma)/\mu$

222. Under the National Curriculum Framework for School Education (NCF-SE 2023), which stage encompasses Classes 9 to 12?
(A) Foundational Stage
(B) Preparatory Stage
(C) Middle Stage
(D) Secondary Stage

223. Which evaluation framework assesses whether a candidate has met the minimum performance standard required for professional licensure or certification?
(A) Criterion-referenced assessment
(B) Norm-referenced assessment
(C) Ipsative assessment
(D) Speed assessment

224. Read the following statements regarding Portfolio Assessment:
I. It provides evidence of student effort, progress, and achievement over time.
II. It encourages student reflection and self-evaluation.
III. It can be scored instantly using optical mark recognition (OMR) scanners.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

225. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Reliability of a test increases as the length of the test (number of homogeneous items) increases, provided all items measure the same domain.
Reason (R): Increasing test length increases content sampling representation and decreases the impact of chance errors on total test scores.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

226. What type of test item format provides maximum objective scoring and allows wide sampling of syllabus content in a limited testing period?
(A) Extended subjective essay questions
(B) Multiple-choice questions (MCQs)
(C) Unstructured oral viva-voce tests
(D) Student portfolio sample collection

227. In a skewed distribution where scores are concentrated heavily at the high end (very few low scores), the distribution is described as:
(A) Positively skewed
(B) Normal bell curve
(C) Negatively skewed
(D) Symmetrical mesokurtic

228. Which of the following is an example of an Assessment AS Learning tool?
(A) A high-stakes annual board examination paper written test administered in formal halls
(B) An administrative inspection audit of teacher mark registers conducted by inspectors
(C) Standardized annual intelligence quotient testing batteries administered by psychologists
(D) A student using self-reflection logs to assess their own learning

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229. Read the following statements regarding the "Table of Specifications" (Test Blueprint):
I. It ensures that the test balancedly reflects the instructional objectives and content areas.
II. It helps prevent over-testing of easy recall topics at the expense of higher-order application topics.
III. It is constructed after the test has been administered and scored.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only

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(C) I and III only
(D) I, II and III

230. Scenario: A school Principal notices that during internal evaluations, teachers award 100% marks in internal assignments to almost all students without evaluating actual work quality. What administrative direction should the Principal issue?
(A) Direct teachers to award zero internal marks to all enrolled students indiscriminately
(B) Implement criteria-based scoring rubrics and audit internal assignments
(C) Abolish internal school assignments completely and rely 100% on external written exams
(D) Outsource student assignment grading entirely to commercial external coaching centers

231. In educational statistics, what is the value of T -score for a Z-score of $+2.0$?
(A) 50
(B) 60
(C) 70
(D) 80

232. Which commission recommended the introduction of continuous evaluation and internal assessment at all levels of school education to reduce reliance on external examinations?
(A) Mudaliar Commission (1952-53)
(B) Radhakrishnan Commission (1948)
(C) Kothari Commission (1964-66)
(D) Hunter Commission (1882)

233. What is the primary purpose of Diagnostic Evaluation in classroom instruction?
(A) To assign official final promotional letter grades on academic transcripts
(B) To compare overall student academic achievement levels across different public school districts
(C) To identify persistent learning gaps to design targeted remediation
(D) To rank high-performing students systematically for national competitive merit scholarships

234. Read the following statements regarding Peer Assessment:
I. It promotes collaborative learning and critical evaluation skills among students.
II. It provides students with insights into peer learning strategies and alternative problem-solving approaches.
III. It completely replaces the teacher's statutory role in official summative certification.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

235. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): CCE was designed to evaluate all aspects of a child's development on a continuous basis.
Reason (R): Development is a continuous process; hence, evaluation must be integrated with daily classroom instruction rather than restricted to periodic terminal tests.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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236. Which constitutional article empowers the President of India to issue directions for providing adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups?
(A) Article 21A
(B) Article 45
(C) Article 350A
(D) Article 51A(k)

237. What type of validity is verified when test scores are correlated with a future criterion, such as success in university studies or job performance?
(A) Content Validity
(B) Concurrent Validity
(C) Predictive Validity
(D) Face Validity

238. In item analysis, if 80% of test-takers answer an item correctly, what is the Difficulty Index (p) of that item?
(A) 0.20
(B) 0.80
(C) 8.00
(D) 80.0

(D) A is false but R is true

256. What type of assessment tool relies on recording brief, factual descriptive narrative accounts of significant student actions or events observed in natural classroom settings?
(A) Rating Scale
(B) Checklist
(C) Multiple-Choice Inventory
(D) Anecdotal Record

257. In educational statistics, what is the range of values for Pearson's Product-Moment Correlation Coefficient (r)?
(A) 0.00 to $+1.00$
(B) -1.00 to $+1.00$
(C) -10.0 to $+10.0$
(D) 0.00 to 100.0

258. Which cognitive domain level in Bloom's revised taxonomy is evaluated when a student is asked to "design an original experimental procedure to test water purity"?
(A) Applying
(B) Analyzing
(C) Evaluating
(D) Creating

259. Read the following statements regarding the Holistic Progress Card (HPC) introduced by NEP 2020:
I. It adopts a 360-degree, multidimensional assessment approach.
II. It includes self-assessment, peer-assessment, and teacher assessment.
III. It links progress to explicit Learning Outcomes across cognitive, affective, and psychomotor domains.
IV. It focuses exclusively on final percentage marks and class rank order.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

260. Scenario: A school Principal observes that a geography teacher awards marks based solely on whether students reproduce exact textbook definitions during unit tests, ignoring map-pointing skills and spatial analysis. What guidance should the Principal give to ensure comprehensive evaluation?
(A) Instruct the geography teacher to cease all formal testing procedures completely across grades
(B) Require all students to copy geography maps ten times in their assignment notebooks repeatedly
(C) Force all social science and geography testing to consist exclusively of oral recitation sessions
(D) Require practical performance tasks, map skills, and clear criteria

261. In a normal distribution curve with Mean = 100 and Standard Deviation = 15, what is the Z -score of an individual who scored 130?
(A) +1.0
(B) +2.0
(C) +3.0
(D) -2.0

262. Which National Policy on Education explicitly recommended the establishment of "District Institutes of Education and Training" (DIETs) to strengthen teacher education and continuous evaluation systems at the district level?
(A) NPE 1968
(B) NPE 1986
(C) NEP 2020
(D) Draft Policy 1979

263. What is the fundamental purpose of "Item Analysis" in standardized test development?
(A) To calculate teacher merit salary increments and annual promotion eligibility scores
(B) To determine minimum cutoff marks required for student admission into secondary schools
(C) To select external printing vendors for manufacturing standardized question paper booklets
(D) To evaluate item difficulty, discrimination, and distractor function

264. Read the following statements regarding "Assessment AS Learning":
I. It involves students self-monitoring and critically reflecting on their own learning process.
II. It fosters metacognition, self-assessment, and self-directed learning skills.
III. It relies entirely on external state-level standardized testing agencies.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only

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(A) Severity Error
(B) Central Tendency Error
(C) Halo Effect
(D) Leniency Error

247. In classical test theory, an observed score (X) is equal to:
(A) True Score (T) + Error Score (E)
(B) True Score (T) - Error Score (E)
(C) True Score (T) $\times$ Error Score (E)
(D) Error Score (E) / True Score (T)

248. What statistical measure describes the degree to which two sets of test scores vary together?
(A) Covariance / Correlation coefficient
(B) Mean deviation
(C) Mode
(D) Standard error of measurement

249. Read the following statements regarding the 5+3+3+4 school structure under NEP 2020:
I. Foundational Stage: 5 years (Ages 3–8; Anganwadi/Pre-school + Classes 1-2).
II. Preparatory Stage: 3 years (Ages 8–11; Classes 3-5).
III. Middle Stage: 3 years (Ages 11–14; Classes 6-8).
IV. Secondary Stage: 4 years (Ages 14–18; Classes 9-12).
Which of the statements given above are correct?
(A) I, II, III and IV
(B) I and II only
(C) III and IV only
(D) I, III and IV only

250. Scenario: During an academic review meeting, a Vice-Principal finds that teachers construct multiple-choice questions where the correct answer option is noticeably longer and contains far more technical detail than the distractors. What test item construction error has occurred?
(A) Revealing the key through structural length clues
(B) Unusually high item difficulty index value calculated during post-test statistical analysis
(C) Exceptionally low construct validity resulting from poorly aligned content blueprint maps
(D) High test-retest score reliability demonstrated across repeated test administration runs

251. What is the value of the Mode for the following set of test scores: 14, 18, 22, 18, 25, 18, 30, 22, 18?
(A) 18
(B) 22
(C) 20
(D) 25

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252. Which Education Commission recommended that external board examinations should be held at the end of Class 10 and Class 12, with continuous internal evaluation recorded in a comprehensive record card?
(A) Kothari Commission (1964-66)
(B) Mudaliar Commission (1952-53)
(C) Radhakrishnan Commission (1948)
(D) Hunter Commission (1882)

253. Which evaluation approach evaluates student learning progress continuously during instruction to adapt teaching and learning activities?
(A) Assessment OF Learning
(B) Assessment FOR Learning
(C) Summative Evaluation
(D) Terminal Examination

254. Read the following statements regarding Rubrics:
I. Rubrics enhance student self-regulation by making quality expectations explicit.
II. Rubrics reduce teacher grading subjectivity in complex performance tasks.
III. Rubrics can only be used for numerical multiple-choice testing.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

255. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Competency-based education requires replacing traditional norm-referenced grading with criterion-referenced evaluation based on predefined learning outcomes.
Reason (R): Competency-based education aims to ensure that every student masters specified competencies rather than simply comparing student ranks against a peer group norm.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

239. Read the following statements regarding standard normal curve properties:
I. The curve is symmetrical about the mean.
II. Total area under the normal curve is equal to 1.0 (or 100%).
III. Mean, median, and mode coincide at the central peak.
IV. Approximately 95.44% of scores lie within ± 2 standard deviations from the mean.
Which of the statements given above are correct?
(A) I, II, III and IV
(B) I and II only
(C) I, III and IV only
(D) II and IV only

240. Scenario: A School Principal is preparing the institutional plan for implementing competency-based evaluation under NEP 2020. Which assessment strategy represents a key competency-based initiative?
(A) Increase the overall frequency of traditional weekly pen-and-paper spelling recall tests
(B) Shift to application tasks mapped to Learning Outcomes
(C) Eliminate all practical laboratory examinations and focus exclusively on textbook definitions
(D) Conduct all internal subject evaluations using only binary True/False selection questions

241. Which measure of dispersion is calculated as the difference between the 75th percentile (Q_3) and the 25th percentile (Q_1)?
(A) Standard deviation
(B) Interquartile Range
(C) Variance
(D) Mean absolute deviation

242. Under the RTE Act 2009, Section 29(2) prescribes principles for laying down the curriculum and evaluation procedure. Which of the following principles is NOT mentioned under Section 29(2)?
(A) Mandatory annual centralized public board examinations at Grade 5
(B) Conformity with the values enshrined in the Constitution
(C) All-round development of the child
(D) Learning through activities, discovery and exploration in a child-friendly manner

243. What is the fundamental difference between Formative Evaluation and Diagnostic Evaluation?
(A) Formative evaluation awards final grades; diagnostic evaluation places students in universities
(B) Formative evaluation is conducted at the end of the year; diagnostic evaluation is conducted at the beginning of the year only
(C) Formative evaluation monitors ongoing progress; diagnostic evaluation pinpoints root causes of persistent learning failures
(D) Formative evaluation uses written tests only; diagnostic evaluation uses oral tests only

244. Read the following statements regarding Open Book Examinations (OBE):
I. OBE reduces the burden of memorizing voluminous factual data.
II. OBE tests examinees' ability to locate, analyze, synthesize, and apply information critically.
III. OBE requires lower cognitive skill levels compared to traditional closed-book exams.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

245. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Formative assessment strategies must provide clear, specific, descriptive feedback to students rather than simple evaluative marks or letter grades.
Reason (R): Specific descriptive feedback informs learners about what they have achieved, what gaps exist, and concrete actionable steps needed to bridge those gaps.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

246. Which type of evaluation error occurs when an evaluator awards higher marks to all candidates across the board, regardless of actual performance?

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(D) I, II and III

265. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): High inter-rater reliability is crucial when evaluating subjective performance tasks like essays, art projects, or oral presentations.
Reason (R): Subjective tasks are susceptible to evaluator bias, severity/leniency errors, and central tendency errors without standardized scoring rubrics.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

266. Which type of evaluation is conducted to place students in appropriate instructional levels, tracks, or specialized programs before instruction begins?
(A) Placement Evaluation
(B) Formative Evaluation
(C) Summative Evaluation
(D) Diagnostic Evaluation

267. What statistical term describes a distribution that has two distinct peaks or modes?
(A) Unimodal distribution
(B) Bimodal distribution
(C) Normal distribution
(D) Rectangular distribution

268. In educational measurement, what does "Reliability" mean?
(A) Degree to which a test measures intended theoretical traits accurately
(B) Consistency or stability of test scores across repeated testing
(C) Practical ease of administering, timing, and scoring a test instrument
(D) Alignment of test items with broader national educational policy goals

269. Read the following statements regarding CCE in CBSE schools:
I. Continuous assessment monitored learner development throughout the academic year.
II. Comprehensive assessment evaluated both scholastic and co-scholastic domains of child growth.
III. CCE eliminated the need for any form of formal summative evaluation or written examinations.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

270. Scenario: A Delhi government school Principal is preparing for an annual academic audit. The audit checks whether internal assessment marks awarded for Class 10 science practicals correspond to actual lab logs, student portfolios, and practical rubrics. What administrative record must the Principal ensure is maintained?
(A) Consolidated mark sheets signed on the final term day without supporting practical work evidence
(B) Verbal administrative assurances and informal assurances provided by department science teachers
(C) Blank student practical record files with pre-filled maximum marks awarded prior to inspection
(D) Evidence files with practical logbooks, rubrics, and evaluation records

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271. In a dataset with test scores 10, 20, 30, 40, 50, what is the Mean deviation from the Mean?
(A) 0
(B) 12
(C) 30
(D) 15

272. Under Article 21A of the Constitution of India, free and compulsory education is guaranteed to all children of which age group?
(A) 3 to 6 years
(B) 6 to 14 years
(C) 6 to 18 years
(D) 0 to 14 years

273. What is the role of "PARAKH" in the context of school examination boards in India?
(A) Operating centralized public board examinations directly for all recognized private school bodies
(B) Facilitating board equivalence and assessment reform guidelines
(C) Financing school building construction and infrastructure development projects across states

(D) Conducting recruitment interviews and eligibility tests for public government school teachers

274. Read the following statements regarding Norm-Referenced Tests (NRT) and Criterion-Referenced Tests (CRT):
I. NRT compares a student's score against a peer group norm.
II. CRT compares a student's score against an absolute mastery standard.
III. NRT is ideal for identifying whether a student can perform a specific technical skill independently.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

275. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Internal assessment must be balanced with moderation mechanisms to ensure comparability across different schools.
Reason (R): Different teachers and schools may apply varying standards of strictness, leniency, and subjective judgment when awarding internal marks.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

276. Which type of evaluation instrument uses a scale with descriptive statements or numbers (e.g., 1 to 5) to rate the degree or frequency of an observed behavior or skill?
(A) Checklist
(B) Anecdotal Record
(C) Essay Question
(D) Rating Scale

277. What statistical formula represents the standard score (T-score) when the Z-score is known?
(A) $T = 50 + 10Z$
(B) $T = 10 + 50Z$
(C) $T = 100 + 15Z$
(D) $T = \frac{Z}{5}0$

278. In test item construction, what does a "Table of Specifications" ensure?
(A) Ensures that all examinees complete test items within a strict thirty-minute administration window
(B) Matches test items to weightages in the curriculum blueprint
(C) Minimizes paper printing expenses and administrative publishing costs for institutional testing
(D) Guarantees that no examinee fails the annual examination regardless of individual score variance

279. Read the following statements regarding the NIPUN Bharat Mission:
I. It focuses on Foundational Literacy and Numeracy (FLN).
II. It targets children in the age group of 3 to 9 years (Pre-school to Grade 3).
III. It mandates high-stakes written board examinations at Grade 2.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

280. Scenario: A school Principal notices that during term examinations, an essay question carries 20 marks but lacks any broken-down marking criteria or key points in the scoring key, resulting in extreme variations in marks awarded by different evaluators. What administrative correction should the Principal order?
(A) Prepare an analytic scoring key specifying mark allocation across criteria
(B) Direct evaluators to award a flat fifteen marks to all examinees to maintain uniform totals
(C) Delete the essay question entirely from the final examination mark tally and re-scale scores
(D) Require all evaluators to grade student papers jointly in a single room without communicating

281. If a test score distribution has Mean = 50 and Median = 60, what is the shape of the score distribution?
(A) Symmetrical
(B) Positively skewed

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(C) Negatively skewed
(D) Bimodal

282. Under the National Education Policy 2020, what is the key recommendation regarding Board Examinations for Classes 10 and 12?
(A) Making board exams low-stakes, flexible, testing core competencies
(B) Total abolition of all external board examinations across all public and private secondary schools
(C) Conducting formal external board examinations every academic quarter starting from Class 6 onwards
(D) Replacing written board exams entirely with oral interviews conducted by district magistrates

283. What is the primary purpose of Formative Evaluation?
(A) Formally certifying student completion and credit acquisition for an academic course
(B) Ranking students relative to peers for prestigious national competitive scholarship awards
(C) Assigning final letter grades used for compiling public school league and ranking tables
(D) Providing ongoing qualitative feedback to guide instruction

284. Read the following statements regarding Peer Evaluation:
I. It helps students develop critical evaluation skills and criteria understanding.
II. It increases student engagement in the assessment process.
III. It can completely replace professional teacher grading in official board transcripts.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

285. Consider the following statements regarding evaluation under NEP 2020:
I. Shift from summative assessment to regular, formative, and competency-based assessment.
II. Assessment to focus on higher-order skills such as analysis, critical thinking, and conceptual clarity.
III. Introduction of a 360-degree Holistic Progress Card (HPC).
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

286. What is the mathematical relationship between Variance (S^2) and Standard Deviation (S)?
(A) Variance $= \sqrt{\text{Standard Deviation}}$
(B) Variance $= (\text{Standard Deviation})^2$
(C) Variance $= \text{Standard Deviation}\,\frac{n}{2}$
(D) Variance $= \text{Standard Deviation} + 100$

287. Which type of evaluation tool requires an observer to check "Yes" or "No" regarding whether a specific observable behavior or trait is present?
(A) Checklist
(B) Rating Scale
(C) Portfolio
(D) Diagnostic Test

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288. In test development, what is "Content Validity"?
(A) Statistical correlation between initial test scores and subsequent future job performance
(B) Representative sampling of curriculum content and objectives
(C) Professional visual appearance, layout design, and typography of printed question papers
(D) Score stability and internal consistency demonstrated by a test across time intervals

289. Read the following statements regarding Diagnostic Evaluation:
I. It is administered when regular formative interventions fail to resolve learning gaps.
II. It identifies specific conceptual misconceptions and underlying learning causes.
III. It provides the base for developing Individualized Remedial Teaching Plans.
IV. It is used primarily to rank students for state merit lists.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

290. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Test items with negative discrimination indices ($d < 0$) must be discarded or fundamentally rewritten.
Reason (R): A negative discrimination index indicates that students with lower overall test scores performed better on the item than students with higher overall test scores, signaling item ambiguity or faulty keying.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

291. Which statistical measure of dispersion is calculated as the square root of the average squared deviations from the arithmetic mean?
(A) Range
(B) Quartile Deviation
(C) Standard Deviation
(D) Mean Deviation

292. Under the provisions of the RTE Act 2009, Section 29(2)(f) mandates that the medium of instruction shall, as far as practicable, be in:
(A) English
(B) Hindi
(C) Sanskrit
(D) Child's mother tongue

293. What is the key distinction between "Assessment FOR Learning" and "Assessment OF Learning"?
(A) Assessment FOR learning is summative; Assessment OF learning is diagnostic in nature
(B) Assessment FOR learning assigns letter grades; Assessment OF learning awards percentiles
(C) Assessment FOR learning is formative; Assessment OF learning is summative
(D) Assessment FOR learning is external; Assessment OF learning is conducted by students

294. Read the following statements regarding the 360-degree Holistic Progress Card (HPC):
I. It integrates self-assessment, peer-assessment, and teacher-assessment.
II. It assesses cognitive, affective, and psychomotor domains.
III. It includes project work, inquiry-based learning, and co-curricular achievements.
Which of the statements given above are correct?
(A) I, II and III
(B) I and II only
(C) II and III only
(D) I and III only

295. Consider the following statements regarding test construction and item analysis:
I. A blueprint ensures proper representation of content and cognitive objectives.
II. Item Difficulty Index (p) measures the proportion of examinees who answered an item correctly.
III. Item Discrimination Index (d) measures an item's ability to differentiate between high and low achievers.
IV. Distractor analysis evaluates whether incorrect options effectively attract examinees lacking mastery.
Which of the statements given above are correct?
(A) I, II, III and IV
(B) I and II only
(C) III and IV only
(D) I, III and IV only

296. What statistical property is measured by Cronbach's Alpha (α)?
(A) Internal consistency reliability of a test instrument
(B) Degree of inter-rater scoring reliability among evaluators
(C) Empirical predictive validity measured against job performance
(D) Mathematical skewness of the resulting score distribution

297. Which type of evaluation technique involves evaluating student performance tasks against pre-established quality criteria described in a scoring grid?
(A) Objective MCQ scoring
(B) Norm-referenced ranking
(C) Rubric-based assessment
(D) Oral interrogation

298. In an item analysis, an item has a Difficulty Index $p = 0.50$ and a Discrimination Index $d = 0.60$. How should this item be classified?
(A) Excellent item with ideal difficulty and high discrimination

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(B) Poor item that should be discarded immediately from active question pools
(C) Extremely easy item that needs to be made harder through option revisions
(D) Ambiguous item that confused top performing candidates during evaluation

299. Read the following statements regarding Open Book Examinations (OBE):
I. They shift emphasis from memory recall to higher-order application and synthesis skills.
II. Students are permitted to consult approved textbooks and reference materials during the test.
III. They require direct copy-pasting of answers from reference books to get full marks.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

300. Scenario: A Delhi government school Principal is auditing internal evaluation records for middle school classes. She discovers that a mathematics teacher awarded internal assessment marks based solely on a single written test conducted on the last day of term, without any continuous formative evaluation or portfolio tracking. What policy violation under RTE Act Section 29 and NEP 2020 has occurred, and what corrective action should be taken?
(A) No policy violation occurred; single end-of-term written testing remains standard
(B) Violation of CCE guidelines; continuous formative tracking must be implemented
(C) The Principal should cancel internal assessments and award full marks to all students
(D) The Principal should replace mathematics tests with informal oral recitation sessions

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to novel situations, analyzing complex scenarios, and evaluating evidence critically.

37. (C) They lack timely diagnostic feedback needed to inform ongoing pedagogical adjustments
A major limitation of traditional terminal summative examinations is that they take place at the conclusion of an instructional stage. Because scores are reported after instruction ends, they fail to provide timely diagnostic feedback required by teachers and students to modify learning strategies, repair conceptual gaps, or implement effective pedagogical remediation during the learning process.

38. (B) Assessment FOR Learning
Assessment FOR Learning emphasizes continuous, interactive feedback delivered during instructional delivery. By identifying learner understanding and persistent misconceptions in real time, teachers can adapt instruction dynamically, implement immediate pedagogical branching, and differentiate strategies to meet individual student learning needs effectively before final summative evaluations take place.

39. (A) I and III only
Peer assessment engages students actively in evaluating work using pre-established criteria, developing critical analysis and reflective skills. However, effective peer assessment requires clear rubrics and structured guidance. It enriches feedback but does not eliminate professional teacher supervision or replace the teacher's statutory role in formal evaluation and official student certification.

40. (A) Implement moderation workshops and rubric-based internal assessment audits
When significant discrepancies exist between high internal marks and low external examination scores, institutional leadership must establish evaluation integrity. Conducting professional moderation workshops and rubric-based internal mark audits standardizes grading criteria, aligns school-based evaluations with external board standards, and eliminates subjective grading leniency without resorting to arbitrary administrative punishments.

41. (C) Structured Assessment for Analyzing Learning levels conducted by CBSE for Grades 3, 5, and 8
Under NCF-SE 2023 recommendations, SAFAL stands for Structured Assessment for Analyzing Learning levels. Conducted by CBSE for students in Grades 3, 5, and 8, SAFAL evaluates core competency attainment and fundamental learning outcomes rather than procedural memory, providing diagnostic system-level performance data to improve institutional quality without high-stakes pass/fail stress.

42. (A) Article 51A(k)
Article 51A(k) was inserted into the Constitution of India by the 86th Constitutional Amendment Act in 2002. It establishes a fundamental duty requiring every citizen who is a parent or guardian to provide educational opportunities to their child or ward between the ages of six and fourteen years, reinforcing universal primary education access.

43. (D) Student performance is evaluated against a predetermined mastery standard or criterion
Criterion-Referenced Tests evaluate an individual's performance strictly against explicit, predetermined mastery standards or learning objectives. Unlike norm-referenced tests, which rank examinees relative to peer groups or convert marks into percentile ranks, criterion-referenced testing measures what a student can actually do regardless of the performance of other candidates.

44. (A) I and II only
Norm-Referenced Tests rank examinees relative to one another, requiring score variance across populations. Criterion-Referenced Tests evaluate individual performance against absolute learning standards. CRTs do not require a bell-curve score distribution; in ideal mastery learning scenarios, all examinees can meet the standard, resulting in skewed distributions without invalidating the test.

45. (A) Both A and R are true and R is the correct explanation of A
Continuous and Comprehensive Evaluation in its early implementation faced criticism because schools reduced it to continuous clerical documentation and endless paper-pencil tests. Effective formative evaluation relies on qualitative feedback, authentic teacher-student

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9. (A) I, II and IV only
Formative assessment is an ongoing, flexible process integrated into daily instruction that provides immediate, non-judgmental feedback to help learners improve. It allows educators to make timely instructional adjustments based on student needs. However, it does not rely on standardized norm-referenced instruments, as norm-referencing focuses primarily on ranking candidates relative to peer populations rather than guiding learning.

10. (A) Integrating regular formative assessments and low-stakes competency evaluations
National Education Policy 2020 emphasizes shifting away from high-stakes examinations that cause acute anxiety toward regular, low-stakes formative assessments. Integrating continuous competency-based evaluations fosters deep conceptual understanding, reduces stress, and provides ongoing constructive feedback. This approach replaces rote memorization with meaningful learning while keeping assessment aligned with real-world application rather than terminal performance pressure.

11. (D) Placement evaluation
Placement evaluation is administered prior to instructional delivery to determine an applicant's entry-level knowledge, prerequisite skills, and personal readiness for a specific educational program. The results enable educators to place students in appropriate instructional streams, courses, or learning tracks matching their existing competence levels, ensuring tailored instruction before new curriculum delivery commences.

12. (B) Identifying persistent underlying learning gaps unresponsive to standard formative feedback
Diagnostic evaluation differs from formative evaluation by specifically targeting persistent, recurrent learning difficulties that do not yield to standard instructional adjustments. While formative assessment monitors routine progress during instruction, diagnostic assessment uses specialized instruments to uncover deep-seated cognitive gaps, learning disabilities, or emotional barriers, establishing the baseline needed to structure intensive remedial interventions.

13. (C) Secondary Education Commission (Mudaliar Commission)
The Secondary Education Commission, popularly known as the Mudaliar Commission (1952-53), was the first official Indian committee to advocate for Continuous and Comprehensive Evaluation. It recommended reducing total reliance on external written board examinations by integrating internal assessments and maintaining cumulative student records that track both academic achievements and personal co-scholastic growth.

14. (A) I and II only
In the CBSE Continuous and Comprehensive Evaluation framework, scholastic areas evaluated academic achievements through Formative and Summative Assessments, while co-scholastic areas focused on life skills, values, attitudes, and co-curricular activities. Co-scholastic performance was evaluated using qualitative descriptive indicators and letter grades rather than numerical marks that added directly to written exam totals.

15. (A) Naturalistic observation and holistic progress tracking with no formal written examinations
National Curriculum Framework for Foundational Stage 2023 specifies that assessment for children aged three to eight must be entirely play-based, naturalistic, and observational. Formal written pen-and-paper examinations are explicitly excluded at this early developmental stage to prevent stress, focusing instead on qualitative tracking of physical, cognitive, socio-emotional, and language developmental milestones.

16. (B) The extent to which a test measures what it intends or purports to measure
Validity in educational testing refers to the degree to which an evaluation instrument accurately measures the specific construct, learning objective, or trait it was designed to evaluate. It ensures that inferences drawn from test results are truthful, meaningful, and appropriate, distinguishing validity from consistency of measurement, which represents the distinct property of reliability.

17. (B) Content validity
Content validity ensures that a testing instrument systematically samples the entire universe of subject matter and behavioral objectives defined in the curriculum blueprint. It is established

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during test construction by carefully mapping every test item against syllabus topics and cognitive domain weightages, guaranteeing that no key learning area is overrepresented or completely omitted.

18. (A) Test-retest reliability
Test-retest reliability measures the temporal stability of test scores over time. Administering the same testing instrument to identical individuals on two distinct occasions separated by a short time interval allows evaluators to calculate the correlation between score sets. A high correlation demonstrates that the test produces consistent, reliable results despite minor chronological delays.

19. (A) I, III and IV only
Reliability is a necessary condition for validity because an inconsistent instrument cannot provide valid inferences; however, high reliability alone does not guarantee validity for a specific purpose. Objectivity ensures consistent scoring regardless of the evaluator. Validity guarantees reliability, making the second statement incorrect, while statements I, III, and IV accurately describe testing characteristics.

20. (D) The item is very easy, with 95% of test-takers answering it correctly on the assessment
The Difficulty Index, or p-value, represents the proportion of total test-takers who answered an item correctly. A p-value of 0.95 indicates that ninety-five percent of examinees selected the correct response, demonstrating that the item is statistically very easy. Such items offer minimal discrimination but can serve as useful warm-up questions.

21. (C) Differentiate between high-performing and low-performing students
The Discrimination Index, or d-value, measures how effectively an individual test item distinguishes between examinees who possess high overall mastery and those who demonstrate low mastery. It is calculated by comparing item performance between the top-scoring and bottom-scoring candidate groups, ensuring that valid items attract higher correct response rates from top achievers.

22. (B) 0.30 to 0.70
In norm-referenced achievement testing, the optimal range for the item Difficulty Index, or p-value, is between 0.30 and 0.70. Items falling within this moderate range maximize statistical score variance across examinees, allowing test developers to effectively discriminate varying levels of candidate achievement while avoiding items that are either excessively difficult or universally trivial.

23. (D) Reject or thoroughly revise the item due to its negative discrimination index
A negative Discrimination Index indicates that low-performing examinees answered the item correctly more frequently than high-performing examinees. This inverse relationship signals serious item flaws, such as ambiguous wording, misleading distractors, or incorrect answer keying. Test developers must immediately reject or thoroughly rewrite negative-discriminating items to restore overall test validity and fairness.

24. (A) I and II only
A test blueprint is a two-way matrix mapping syllabus topics against cognitive domain levels, ensuring balanced, proportional mark distribution. While blueprint alignment ensures structural content validity during test design, it does not replace post-administration item analysis, which remains necessary to empirically evaluate real student response patterns, item difficulty, and distractor performance.

25. (A) Both A and R are true and R is the correct explanation of A
National Education Policy 2020 explicitly mandates shifting from summative rote-learning assessments toward continuous, competency-based evaluation. This policy shift is justified because competency-based assessment evaluates higher-order thinking, critical analysis, and real-world application of knowledge, directly replacing mechanical memorization of static facts with meaningful, transferable cognitive skills in authentic real-life operational contexts.

26. (A) Performance Appraisal, Review, and Analysis of Knowledge for Holistic Development, established under NCERT
Under National Education Policy 2020, PARAKH stands for Performance Appraisal, Review, and Analysis of Knowledge for Holistic Development. Established as a standard-setting body under NCERT, its primary mandate is setting norms, standards, and guidelines for student assessment

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and evaluation across all recognized school boards in India to promote assessment reforms.

27. (D) Self-assessment, peer-assessment, and teacher assessment
The 360-degree Holistic Progress Card recommended by NEP 2020 transforms traditional report cards into multidimensional developmental profiles. It actively integrates self-assessment by the learner, peer-assessment by classmates, and continuous observational assessment by subject teachers, capturing comprehensive progress across cognitive, affective, and psychomotor learning domains throughout the academic year.

28. (B) Assessment AS Learning
Assessment AS Learning emphasizes the active role of students as critical assessors of their own learning progress. By using rubrics, learning logs, and self-reflection strategies, learners monitor their understanding, set personal targets, and engage in metacognitive reflection, transforming assessment into an empowering learning tool rather than an external judgment mechanism.

29. (A) I, II and IV only
Analytic rubrics evaluate distinct performance criteria separately, while holistic rubrics provide a single summary score based on overall quality. Well-constructed rubrics make learning expectations explicit to students in advance and significantly increase scoring objectivity by providing standardized evaluation criteria, thereby reducing evaluator bias rather than increasing it as suggested in statement III.

30. (D) Portfolio assessment
Portfolio assessment involves the systematic collection of student work samples gathered over time, including project drafts, reflective journals, artwork, and self-evaluations. This authentic tool documents continuous growth, creative effort, and developmental progress across diverse domains, providing a richer, more comprehensive record of student achievement than isolated, high-stakes terminal examinations.

31. (A) Arithmetic Mean
The Arithmetic Mean is highly sensitive to extreme values or outliers because its calculation sums every individual score in the dataset. In skewed distributions, extreme high or low scores pull the mean away from the center of the data, making median or mode more representative measures of central tendency under skewed conditions.

32. (B) 68.26%
In a standard normal distribution curve, approximately 68.26 percent of all scores fall within one standard deviation above and below the mean (mean +/- 1 sigma). Furthermore, approximately 95.44 percent fall within two standard deviations, and 99.73 percent fall within three standard deviations of the central distribution mean.

33. (B) 20
To calculate the median of an odd dataset, scores must first be arranged in ascending numerical order: 12, 15, 18, 20, 22, 25, 30. The median represents the exact middle score dividing the dataset into equal halves. With seven scores, the fourth score is twenty, which serves as the distribution median.

34. (A) I and II only
Absolute grading measures individual performance against absolute predetermined performance standards, whereas relative grading assigns grades based on relative performance position within a norm group. Relative grading depends directly on peer group capability, meaning a student's grade is heavily influenced by group ability rather than being independent of peer performance as suggested in statement III.

35. (A) I, II and III only
A standard Z-score indicates how many standard deviations an individual raw score deviates above or below the distribution mean. Standard Z-score distributions strictly feature a mean of zero and a standard deviation of one. A negative Z-score indicates performance below the average, making statement IV false while statements I, II, and III are correct.

36. (D) Higher-order application, analysis, and evaluation skills
Open-book examinations allow students to access textbooks and notes during testing, making simple factual recall and memorization obsolete. Consequently, question items in open-book exams focus specifically on evaluating higher-order cognitive domains according to Bloom's taxonomy, including applying concepts

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assessment and eighty percent annual written examination. The internal assessment component includes periodic written tests, diverse portfolio collections, subject enrichment practical activities, and regular classroom speaking and listening assessments.

56. (A) Standard deviation
Standard deviation is the standard statistical measure of dispersion calculated as the positive square root of the variance. It quantifies the absolute degree to which individual test scores spread away from the arithmetic mean of a distribution, providing a fundamental metric for evaluating score variability and standard score transformations.

57. (B) Mode $<$ Median $<$ Mean
In a positively skewed score distribution, a small number of extremely high scores pulls the distribution tail toward the right side. This directional skew pulls the arithmetic mean toward the higher values, resulting in a predictable relative order where the Mode is less than the Median, which is less than the Mean.

58. (A) Pearson Product-Moment Correlation
Pearson Product-Moment Correlation is the standard parametric statistical technique used to measure the linear relationship between two continuous variables measured on interval or ratio scales. It quantifies both the strength and direction of association, ranging from negative one to positive one, assuming approximately normal variable distributions.

59. (A) I and III only
Split-half reliability evaluates internal consistency by splitting a single test into equivalent halves during one test administration. Because halving a test reduces its length and artificially lowers reliability, the Spearman-Brown prophecy formula is applied to estimate full-test reliability. It does not require administering two separate test forms on different days.

60. (B) Convert raw marks to standard Z-scores prior to combining weighted totals
Combining raw test scores directly across tests with different score distributions, lengths, and difficulty levels distorts overall grade totals because raw units are not equivalent. Converting raw marks into standardized Z-scores normalizes score distributions, allowing teachers to combine weighted assessment scores accurately without distorting overall student academic evaluations.

61. (C) Evaluating
In Bloom's revised taxonomy, evaluating involves making deliberate judgments based on explicit criteria and standards. Critiquing a research proposal requires examinees to analyze methodology, assess evidence validity, and form reasoned judgments, representing the higher-order cognitive domain of evaluation rather than simple application, analysis, or factual recall.

62. (A) $5+3+3+4$
National Education Policy 2020 replaces the legacy 10+2 school structure with a 5+3+3+4 curricular design covering ages 3 to 18. This framework comprises five years of Foundational Stage, three years of Preparatory Stage, three years of Middle Stage, and four years of Secondary Stage, aligning education with child developmental stages.

63. (C) Class 6 to 8
Under the 5+3+3+4 school architecture defined in NEP 2020, the Middle Stage comprises three years of education covering Classes 6, 7, and 8 for children aged 11 to 14. This stage emphasizes experiential learning, abstract conceptual development, science, mathematics, arts, humanities, and integrated vocational exposure.

64. (A) I, II and III
Anecdotal records provide narrative accounts of observed student behaviors; checklists mark the simple presence or absence of specific traits; and rating scales measure the degree or frequency of observed behaviors along a continuum. All three serve as effective non-testing observational tools in formative evaluation systems.

65. (A) Both A and R are true and R is the correct explanation of A
Objective scoring reduces inter-rater variability because evaluation depends on explicit keys rather than subjective evaluator judgment, directly enhancing test score reliability. Multiple-choice tests evaluated through OMR scanners feature complete scoring objectivity, eliminating evaluator bias and demonstrating why high scoring objectivity produces reliable measurement outcomes.

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interactions, and observational tools, which directly addresses why excessive formal testing created undue administrative burden without improving learning quality.

46. (D) Achieving foundational literacy and numeracy for all primary children by Grade 3
The NIPUN Bharat Mission (National Initiative for Proficiency in Reading with Understanding and Numeracy) was launched by the Ministry of Education to ensure that every primary school child in India attains universal foundational literacy and numeracy skills by the end of Grade 3, establishing essential reading and math competencies.

47. (A) Play-based, activity-based, and observation-driven assessment
National Curriculum Framework for Foundational Stage 2022 mandates that early childhood education and assessment must be play-based, activity-oriented, and observation-driven. Formal written examinations, numerical percentage grading, and rank listings are explicitly prohibited to provide a nurturing, stress-free environment that supports holistic child development across physical, cognitive, and socio-emotional domains.

48. (C) 0.00
The Discrimination Index (d) measures an item's ability to differentiate high achievers from low achievers by subtracting the proportion of correct responses in the lower group from that in the upper group. If all students in both groups answer correctly, the proportion difference is zero (0.00), indicating zero discrimination power.

49. (A) I, II and III only
A Table of Specifications, or test blueprint, maps instructional objectives, content syllabus weightages, and question formats (such as MCQs, short answer, and long answer questions). It ensures structural content validity during test design. However, it deals strictly with academic assessment design and does not determine physical venue allocation or examination seating plans.

50. (A) Behavioral rating scale with detailed descriptors
Evaluating co-scholastic traits such as teamwork, leadership, and environmental responsibility during a practical community activity requires observational evaluation instruments. A behavioral rating scale featuring clear descriptive indicators allows evaluators to record observed actions, interpersonal collaboration, and practical leadership behaviors accurately in real-world settings where standard written tests are inapplicable.

51. (A) $T = 50 + 10(Z)$
In educational statistics, the standard T-score transforms a Z-score into a normalized scale with a fixed mean of 50 and a standard deviation of 10. The linear mathematical relationship is expressed by the equation T = 50 + 10(Z), eliminating negative numbers and decimal fractions inherent in standard Z-score representations.

52. (D) The student performed as well as or better than 85% of the norm comparison group
A percentile rank indicates the proportion of examinees in a normative comparison group who scored at or below a specific score. Achieving a percentile rank of 85 means the candidate performed as well as or better than 85 percent of the comparison group, reflecting relative group standing rather than absolute percentage marks.

53. (C) National Achievement Survey (NAS) cell under NCERT / PARAKH
Systematic evaluation of school education health across India is conducted by the National Achievement Survey cell, operating under NCERT and integrated with PARAKH. NAS conducts periodic sample surveys across government and aided schools to assess grade-level learning outcome attainments, providing system-level performance data to guide educational policy and curriculum planning.

54. (A) I and III only
Diagnostic tests pinpoint specific, persistent learning difficulties and conceptual misconceptions. The results serve as a baseline for structuring targeted remedial instruction. They are administered whenever learning barriers occur during the academic term, rather than being used at the end of the year to assign marks or grades, making statement II incorrect.

55. (A) 20% internal assessment and 80% board/ annual examination
Central Board of Secondary Education guidelines for Class IX mandate a assessment structure consisting of twenty percent internal

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reference frames that directly explain why scores can be validly compared across different regions.

76. (B) To estimate the score interval around an observed score containing the true score
The Standard Error of Measurement estimates the variability expected in an individual's observed score due to measurement error. By applying the SEM, evaluators construct confidence intervals around an observed test score, determining the statistical range within which the examinee's true score is highly likely to fall.

77. (C) Multiple-choice questions (MCQs)
Multiple-choice questions offer high objective reliability and extensive content coverage within limited testing time. Because MCQs can be scored objectively using automated keys and allow broad sampling across syllabus topics, they minimize evaluator subjectivity and content sampling errors far more efficiently than extended essay examinations or oral interviews.

78. (A) +1.5
The standard Z-score is calculated using the formula Z = (Raw Score - Mean) / Standard Deviation. Substituting the given values yields Z = (65 - 50) / 10 = 15 / 10 = +1.5. This indicates that the candidate's score lies exactly 1.5 standard deviations above the distribution mean.

79. (A) I, II and III
Absolute grading uses fixed percentage cut-offs, whereas relative grading assigns grades based on relative class rank and normal score distribution percentages. CBSE adopted a 9-point relative grading system for Class X Board examinations to reduce grade inflation and categorize student achievement relative to nationwide candidate distributions, validating all three statements.

80. (B) Direct the teacher to construct application and analysis items based on real scenarios
To align assessment with NEP 2020 competency-based principles, school leaders must guide faculty away from items requiring simple factual recall. Directing teachers to construct items assessing application, critical analysis, and real-world problem solving ensures that evaluations test deep conceptual mastery and practical skills rather than passive textbook memorization.

81. (B) Frequency Polygon
A Frequency Polygon is constructed by plotting class interval midpoints against their corresponding frequencies on a Cartesian graph and connecting adjacent coordinate points with straight line segments. Closing the line to the horizontal axis at interval boundaries forms a continuous polygon representing score distribution shape.

82. (A) Tasks requiring meaningful application of knowledge to real-world challenges
Authentic assessment evaluates student learning through tasks that mirror real-world challenges and practical applications. Instead of relying on passive recall in timed testing environments, authentic assessments require learners to synthesize knowledge, solve complex open-ended problems, demonstrate skills, and produce original work relevant to professional and everyday contexts.

MCQGPT

83. (C) Over-emphasis on rote learning, high-stakes exams, and competitive examination stress
The Yash Pal Committee Report (1993), "Learning Without Burden," strongly criticized the Indian school system for over-emphasizing rote memorization, voluminous textbooks, and high-stakes competitive examinations. It highlighted that rigid testing regimes created severe emotional stress for children without promoting meaningful conceptual understanding or joyful learning experiences.

84. (A) I, II and III
Samagra Shiksha is an overarching scheme covering school education from pre-school to Class 12. It subsumed Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education. Furthermore, it supports strengthening school assessment frameworks, upgrading laboratories, and conducting national learning achievement surveys, making all statements correct.

85. (A) Both A and R are true and R is the correct explanation of A
Formative assessment functions effectively when kept low-stakes and focused on developmental learning. Assigning numerical marks that count toward final promotional tallies creates competitive pressure, prompting students to avoid taking risks or revealing learning gaps. Preserving non-graded qualitative feedback

66. (A) Quantitative and descriptive without value judgment
Educational measurement is strictly quantitative, focusing on assigning numerical values or scores to student attributes using standardized instruments without making qualitative value judgments. Educational evaluation extends beyond measurement by analyzing quantitative and qualitative data to form value judgments regarding the quality and effectiveness of educational outcomes.

67. (C) Concurrent List (List III) of the Seventh Schedule
The 42nd Constitutional Amendment Act of 1976 transferred Education from the State List to the Concurrent List (List III) in the Seventh Schedule of the Constitution of India. This empowers both the Central Government and State Governments to enact legislation regarding educational policies, curricula, and institutional evaluation frameworks.

68. (D) Mother tongue of linguistic minority group children
Article 350A of the Constitution of India directs every state and local authority to provide adequate facilities for instruction in the mother tongue at the primary stage of education for children belonging to linguistic minority groups, ensuring equitable access and supporting native language development in early learning settings.

69. (A) I and III only
The National Policy on Education 1986 established Minimum Levels of Learning to define primary educational standards and introduced Operation Blackboard to improve primary school infrastructure nationwide. However, it advocated for Continuous and Comprehensive Evaluation combining formative and summative methods rather than replacing summative grading entirely with non-formal evaluation.

70. (B) Conduct foundational literacy diagnostic mapping and implement targeted remediation
Under NIPUN Bharat and NEP 2020 guidelines, when elementary students demonstrate severe reading deficits, immediate action requires diagnostic assessment mapping to identify specific phonemic and comprehension gaps. Implementing targeted remedial instruction addresses foundational learning deficits directly, ensuring academic progression without resorting to non-developmental grade detention or automatic passing.

71. (D) A continuous process integral to the total education system and linked to objectives
The Kothari Commission (1964-66) emphasized that educational evaluation must not be treated as an isolated terminal event. Instead, it declared evaluation to be a continuous process integrated into the total educational system, directly linked to instructional objectives, and designed to continuously improve teaching methods and student learning outcomes.

MCQGPT

72. (A) True/False (Alternative Response) item
True/False items are most susceptible to guessing bias because examinees have a fifty percent mathematical probability of selecting the correct response by random chance alone. This high guessing probability lowers test score reliability, requiring test developers to use larger item numbers or alternative multi-option formats to reduce guessing impacts.

73. (C) An incorrect option designed to attract candidates lacking conceptual mastery
In multiple-choice test construction, a distractor is an incorrect option designed to appear plausible to examinees who have not mastered the tested concept. Well-crafted distractors reflect common student misconceptions, effectively attracting uninformed test-takers while allowing knowledgeable candidates to select the key option.

74. (A) I, II and III
Effective distractors attract more low-performing candidates than high-performing ones. If a distractor is selected by no examinees, it is non-functional and requires revision. Conversely, if more high performers choose a distractor than low performers, the option or question stem is likely ambiguous or misleading, making all three statements correct.

75. (A) Both A and R are true and R is the correct explanation of A
Standardized achievement tests enable comparable score interpretations across schools because they are constructed using uniform administration guidelines, standardized scoring keys, and nationally established norm distributions. This standardization minimizes administrative variance, providing objective

ANSWERS

1. (B) Making value judgments about student learning based on qualitative and quantitative data
Evaluation in education extends beyond simple measurement by integrating both qualitative description and quantitative data to make qualitative value judgments. While measurement focuses on assigning numerical values to student performance, evaluation systematically interprets this collected data against established educational goals to determine the overall worth, effectiveness, and quality of student learning outcomes.

2. (A) Section 29(1) of the RTE Act, 2009
Section 29(1) of the Right of Children to Free and Compulsory Education Act, 2009 explicitly mandates that the curriculum and evaluation procedures for elementary education must be laid down by an academic authority specified by the appropriate government. In India, the National Council of Educational Research and Training acts as this designated authority at the central level.

3. (C) Continuous and comprehensive evaluation of a child's understanding and application ability
Section 29(2)(h) of the Right to Education Act, 2009 highlights the necessity of continuous and comprehensive evaluation to assess a child's understanding and ability to apply knowledge. This principle seeks to move school education away from stressful terminal examinations, fostering ongoing monitoring of cognitive, affective, and practical learning progress within supportive learning environments.

4. (D) I, II and III
Educational evaluation serves multiple essential functions across academic systems. It certifies individual achievement at the end of instructional stages, provides continuous diagnostic feedback to teachers to refine pedagogical strategies, and enables competitive selection and ranking of students for merit awards or scholarship allocations. Consequently, all three stated purposes accurately reflect the core objectives of evaluation.

5. (C) A is true but R is false
Formative evaluation is an ongoing process designed to monitor learning progress and guide pedagogical adjustments during instruction. Its primary aim is to enhance student learning rather than assign final grades or rank learners. Summative evaluation, rather than formative evaluation, is specifically utilized to award final official grades and establish permanent academic administrative records.

6. (B) Michael Scriven
Michael Scriven introduced the seminal concepts of formative and summative evaluation in 1967 while discussing educational program evaluation. He differentiated between evaluation conducted during development to improve educational processes and evaluation conducted at the conclusion to determine final worth or effectiveness. Benjamin Bloom later adapted these concepts specifically to classroom assessment and student learning context.

7. (D) Structured observation checklist and rubric
Assessing procedural skills, technical execution, and professional conduct during laboratory practical examinations requires tools capable of capturing real-time performance. A structured observation checklist paired with a scoring rubric provides clear, objective criteria for evaluating direct manipulative skills, safety compliance, and sequential tasks, which written tests or historical cumulative mark files cannot adequately measure.

8. (A) Formative evaluation
Conducting short, non-graded quizzes during instruction allows educators to monitor real-time comprehension and identify student misconceptions immediately. Because this activity occurs during the learning process to inform teaching adjustments rather than to assign administrative grades or award final credits, it exemplifies formative evaluation designed specifically to enhance learning before terminal summative assessments.

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encourages active learning from errors, directly explaining why formative tasks should remain non-summitative.

86. (B) To evaluate item difficulty, discrimination, and distractor function
Conducting a pilot run or pre-testing on a representative sample group is essential during test standardization. It allows developers to gather empirical data on item performance, calculating difficulty indices, discrimination values, and distractor effectiveness. Flawed or ambiguous items are identified and revised or removed before final test assembly.

87. (D) Central tendency error
Central tendency error occurs when an evaluator consistently avoids using the extreme ends of a rating scale, assigning average or middle marks to almost all candidates. This rating bias distorts evaluation results by failing to distinguish between exceptionally high performers and underperforming students across evaluated traits.

88. (A) Letting a general impression of a student bias specific trait ratings
The Halo Effect is a cognitive rating bias where an evaluator's overall general impression or prior perception of an individual influences the evaluation of specific isolated traits. For instance, a teacher who views a student as well-behaved may unconsciously award higher marks on academic tasks, compromising scoring objectivity.

89. (A) I and II only
Test usability refers to practical characteristics including administration ease, scoring efficiency, time economy, and cost-effectiveness. A valid test may prove unusable if administrative demands or costs are prohibitive. However, usability is not completely independent of scoring objectivity, as objective scoring keys significantly enhance scoring ease and efficiency.

90. (A) Test length and time allocation adequacy
When examinees experience significant timing disparities—some finishing excessively early while others fail to complete the exam—the test length and time allocation require administrative audit. Proper test assembly ensures that total item length, reading demands, and working time match student operational speeds, maintaining engagement and valid measurement.

91. (A) 0 and 0.263 (Mesokurtic)
A standard normal distribution curve exhibits perfect symmetry, resulting in a skewness value of zero. Its kurtosis, evaluated using the percentile coefficient of kurtosis, equals 0.263 (or a standardized moment coefficient of zero), representing a mesokurtic distribution that serves as the benchmark for parametric statistical analyses.

92. (B) Linear Regression Analysis
Linear Regression Analysis is the statistical technique used to model and predict performance on a continuous criterion variable based on scores from one or more predictor variables. By establishing a line of best fit, regression analysis allows researchers to estimate outcome values and assess predictor variables' relative influence.

93. (A) Class 9–12, offering multidisciplinary study, critical thinking, and choice flexibility
Under NEP 2020, the Secondary Stage covers four years from Class 9 to 12 for ages 14 to 18. It replaces rigid academic stream divisions with a flexible, multidisciplinary framework that offers subject choice, develops critical thinking, and provides deeper conceptual study across science, humanities, and vocational subjects.

94. (A) I and III only
Continuous evaluation integrates assessment into daily teaching and learning throughout the academic session, continuously identifying learning gaps to guide timely remedial measures. It relies on diverse formal and informal observational strategies, and explicitly does not require administering formal pen-and-paper written tests every single day, making statement II incorrect.

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95. (A) Both A and R are true and R is the correct explanation of A
Portfolio assessment offers a comprehensive, longitudinal picture of student academic development compared to a single terminal examination. This superiority exists because portfolios compile diverse samples of authentic work, project drafts, self-reflections, and progressive improvements collected over time, directly explaining why they capture

Exactly 68.26 percent of the total distribution area lies within plus or minus one standard deviation (+/- 1 sigma). Consequently, the area bounded between the central mean and +1 standard deviation equals exactly 34.13 percent.

138. (A) Rubric
A rubric is a structured scoring guide detailing specific performance criteria, qualitative descriptors, and scoring scales across proficiency levels. It allows evaluators to assess complex student performance tasks objectively, while clarifying quality expectations to learners prior to task execution.

139. (A) I and II only
Formative evaluation in school settings emphasizes constructive qualitative feedback, group projects, practical activities, and continuous observational tracking. Conducting high-stakes written examinations at term ends represents summative evaluation rather than formative assessment, making statement III incorrect while statements I and II accurately reflect formative guidelines.

140. (B) Scores are tightly clustered around the low average score
Standard deviation measures the dispersion of scores around the arithmetic mean. A very low standard deviation of 2% in a test with a low mean score of 35% indicates that student marks are tightly clustered close to that average, demonstrating low score variance across the examinee population.

141. (B) Mean = 50, SD = 10
Standard T-scores transform raw test data into a standardized distribution scale specifically defined by a fixed arithmetic mean of 50 and a standard deviation of 10. This standardized scale eliminates negative numbers and decimals, facilitating score comparisons across different assessment instruments.

142. (D) Article 15(4) and Article 46
Article 15(4) empowers the State to make special provisions for the advancement of Socially and Educationally Backward Classes, Scheduled Castes, and Scheduled Tribes. Additionally, Article 46 in the Directive Principles directs the State to promote with special care the educational and economic interests of weaker sections, protecting them from social injustice.

143. (C) Matching item with 10 premises and 12 responses
Matching items featuring more response options than premise stems significantly minimize guessing error. With ten premises and twelve possible choices, the mathematical probability of correctly matching items through random guessing is extremely small, providing higher scoring reliability compared to true/false or four-option multiple-choice items.

144. (A) I and II only
Norm-Referenced Tests rank students relative to peer group distributions, whereas Criterion-Referenced Tests evaluate individual achievement against predetermined mastery standards. CRTs do not require a normal bell-curve distribution because the objective is measuring mastery regardless of score spread, making statement III incorrect while statements I and II are correct.

145. (A) Both A and R are true and R is the correct explanation of A
Continuous and Comprehensive Evaluation faced criticism when implemented through excessive paper-pencil worksheets and heavy clerical documentation. Effective formative assessment relies on authentic interactions, qualitative feedback, and observational tools, which directly explains why rigid paper-pencil documentation generated unnecessary administrative burden for teachers without enhancing learning quality.

146. (A) Allocating topic weightages based on instructional time
Constructing a valid test blueprint requires allocating mark weightages to syllabus topics proportionally based on instructional time and curricular importance. This ensures balanced content sampling across units, preventing test developers from over-testing minor topics or omitting major instructional units during test assembly.

147. (C) Very difficult
The Item Difficulty Index (p-value) reflects the proportion of examinees who answer a test item correctly. A p-value of 0.10 indicates that only ten percent of test-takers selected the correct response, demonstrating that the item is statistically very difficult for the evaluated population.

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106. (A) Absolute grading uses fixed cut-offs; relative grading evaluates group position
The fundamental distinction between grading systems lies in their reference framework. Absolute grading evaluates individual achievement against fixed predetermined percentage boundaries regardless of class performance, whereas relative grading assigns grades based on an examinee's rank order and position relative to the overall norm group distribution.

107. (A) $p = (R/N) \times 100$
The Item Difficulty Index (p-value) represents the percentage of examinees who answer a test item correctly. It is calculated using the formula p = (R / N) * 100, where R is the number of correct responses and N is the total number of examinees taking the test.

108. (A) 0.20
The Discrimination Index (d) is calculated by subtracting the proportion of correct responses in the lower group from the proportion of correct responses in the upper group: $d = (R_{upper} / n) - (R_{lower} / n)$. Substituting the given values yields d = (28 / 100) - (8 / 100) = 0.28 - 0.08 = 0.20.

109. (A) I and II only
Standard deviation quantifies the dispersion of test scores around the arithmetic mean, with smaller values indicating that scores cluster tightly near the average. Because standard deviation is derived from the positive square root of squared deviations, its value can never be negative, making statement III incorrect while statements I and II are correct.

110. (B) Approximately 68%
In a normal score distribution, approximately 68.26 percent of all scores lie within one standard deviation above and below the mean (mean +/- 1 sigma). Given a Mean of 60 and a Standard Deviation of 8, the range between 52 (60 - 8) and 68 (60 + 8) encompasses approximately 68 percent of students.

111. (A) Symbolic and diagrammatic items with simple language
Assessing mathematical reasoning independently of language fluency requires minimizing verbal complexity. Constructing test items using clear mathematical symbols, diagrams, visual representations, and accessible language prevents reading comprehension barriers from suppressing student performance, ensuring that the test evaluates mathematical competence rather than language proficiency.

112. (B) Empowered states to test Grades 5 and 8 and allow conditional detention after re-test
The RTE (Amendment) Act, 2019 modified Section 16 by permitting state governments to hold regular formal examinations at the end of Grade 5 and Grade 8. It allowed educational authorities to detain students who fail the exam, provided they receive two months of targeted remedial instruction and fail a subsequent re-examination.

113. (B) To reduce competition, test anxiety, and minor errors of numerical marking
Substituting traditional numerical percentage marks with letter grades aims to reduce unhealthy academic competition and examination anxiety among students. Grading minimizes measurement errors inherent in fine-grained numerical scoring by grouping performance into broader proficiency bands, providing a more reliable and holistic representation of student achievement.

114. (A) I, II and III
The Holistic Progress Card envisioned under NEP 2020 provides a 360-degree developmental profile across cognitive, affective, and psychomotor domains. It integrates self-assessment, peer-assessment, teacher ratings, and parental feedback, while tracking student participation in project-based and inquiry-driven learning activities, validating all three statements.

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115. (A) Both A and R are true and R is the correct explanation of A
Educational evaluation must align directly with defined grade-level Learning Outcomes. This alignment is necessary because measuring specific targeted competencies ensures that assessment instruments possess high content and construct validity, directly explaining why testing tools must reflect the learning objectives they are designed to evaluate within curriculum frameworks.

116. (D) Using lesson exit tickets to check understanding and inform upcoming instruction
Assessment FOR Learning focuses on collecting ongoing diagnostic evidence during instruction to adapt teaching strategies. Utilizing lesson

181. (B) 50%
In a standard normal distribution curve, complete symmetry exists around the central midpoint. Because the mean, median, and mode coincide at the distribution peak, exactly fifty percent of all score observations lie below the median, and fifty percent lie above it.

182. (B) NEP 2020 Drafting Committee (Kasturirangan Committee)
The NEP 2020 Drafting Committee, chaired by Dr. K. Kasturirangan, recommended establishing PARAKH as a national standard-setting body under the Ministry of Education. PARAKH sets assessment guidelines, promotes competency-based evaluation, and facilitates board equivalence across recognized educational boards in India.

183. (A) Article 46
Article 46 of the Constitution of India, located within the Directive Principles of State Policy, explicitly mandates that the State shall promote with special care the educational and economic interests of Scheduled Castes, Scheduled Tribes, and other weaker sections, protecting them from social injustice and exploitation.

184. (A) I, II and III
Analytic rubrics assess individual task components separately, whereas holistic rubrics provide a single score based on overall task execution. Because analytic rubrics evaluate specific criteria individually, they provide richer diagnostic feedback to students than holistic rubrics, making all three statements correct.

185. (A) Both A and R are true and R is the correct explanation of A
A high correlation between two variables does not prove a cause-and-effect relationship. Correlation quantifies only the strength and direction of linear association between variables, without establishing causal directionality or ruling out confounding variables, directly explaining why correlation must not be equated with causation.

186. (A) Interquartile range
The Interquartile Range measures statistical dispersion by calculating the difference between the third quartile (75th percentile) and first quartile (25th percentile). It captures the central fifty percent of scores in a distribution, offering a measure of spread that remains unaffected by extreme outliers.

187. (B) Examinees are given a large number of easy items within a strict, limited time window
A speed test evaluates processing speed and performance accuracy under strict time limits. It consists of a large number of relatively easy items that examinees could answer correctly given unlimited time, measuring how rapidly and accurately test-takers can complete tasks within a constrained testing period.

188. (B) Unclear wording or language barriers unrelated to the measured trait
Construct Irrelevant Difficulty occurs when test performance is hindered by factors unrelated to the targeted trait or construct being measured. Complex sentence structures, ambiguous instructions, or excessive language demands in a mathematics test introduce construct irrelevant difficulty, compromising test validity by penalizing language skills rather than math ability.

189. (A) I and II only
Assessment of Learning is primarily summative, designed to certify achievement, assign final grades, and document learning outcomes at the conclusion of an instructional unit. Real-time pedagogical adjustments during daily instruction characterize Assessment for Learning, making statement III incorrect while statements I and II are correct.

190. (D) Increase application and competency-based questions in board exams
To align evaluation with NEP 2020 principles and eliminate coaching culture dependencies, examination boards must increase the proportion of application-based, analytical, and competency-focused questions. Assessing core conceptual understanding rather than textbook recall encourages meaningful learning strategies over mechanical memorization of past question keys.

191. (A) Mean = Median = Mode
In a standard normal probability curve, complete bell-shaped symmetry exists around the central axis. Due to this distributional symmetry, the three central tendency measures—Mean, Median, and Mode—coincide at the exact midpoint of the curve, yielding identical values.

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and structural content validity during test assembly.

127. (A) Reliability decreases
According to the Spearman-Brown prophecy principle, shortening a test by removing homogeneous valid items reduces overall test reliability. Reducing item count decreases content sampling representation and increases the proportional impact of random measurement error, leading to a systematic drop in test score consistency.

128. (B) Kurtosis
Kurtosis is the statistical metric describing the degree of peakedness or flatness of a symmetrical probability distribution relative to a standard normal distribution. A distribution can be mesokurtic (normal), leptokurtic (sharply peaked with heavy tails), or platykurtic (flatter peak with light tails).

129. (A) I and II only
Co-scholastic areas encompass life skills, social attitudes, ethical values, and co-curricular activities, requiring qualitative observational tools like rating scales and checklists. Standardized pen-and-paper examinations are ill-suited for evaluating affective and behavioral domains, making statement III incorrect while statements I and II are correct.

130. (A) Over-reliance on lower-order knowledge recall items over higher-order application
When students perform well on classroom written tests but fail to apply scientific principles in practical situations, it indicates a structural flaw in test item design. The classroom tests rely excessively on lower-order factual recall items rather than higher-order application questions, creating a gap between theoretical knowledge and practical execution.

131. (C) Median
The median is a non-parametric measure of central tendency because it does not assume an underlying normal distribution or interval scale properties. It represents the middle value in ranked data, making it suitable for ordinal variables and skewed distributions where parametric measures like the arithmetic mean are inappropriate.

132. (D) To assess overall health and learning outcome indicators of the school system
The National Achievement Survey is a system-level evaluation conducted across India to assess the health of the school education system. By collecting representative sample data on student learning outcomes across core subjects, NAS provides diagnostic evidence to inform policy reforms, curriculum revisions, and resource allocation without generating individual student pass/fail ranks.

133. (C) Ipsative assessment
Ipsative assessment evaluates an individual learner's current performance against their own prior baseline performance over time. Rather than comparing achievement against peer group norms or absolute external standards, ipsative assessment measures personal growth, self-improvement, and individual effort, fostering intrinsic learning motivation.

134. (A) I and II only
Assessment for Learning occurs during instruction to collect diagnostic evidence that informs pedagogical adjustments. It focuses on supporting student learning progress rather than assigning final administrative grades for record-keeping, which is the primary purpose of Assessment of Learning, making statement III incorrect while statements I and II are correct.

135. (A) Both A and R are true and R is the correct explanation of A
Standardized diagnostic tests are critical tools for developing Individualized Education Plans for children with special needs. They provide precise diagnostic insights into specific cognitive processing deficits and learning gaps, directly explaining why diagnostic assessment data is essential for designing tailored pedagogical strategies and accommodations within IEPs.

136. (A) $Ran \geq = Highest\ Score - Lowest\ Score$
Range is the simplest measure of statistical dispersion, calculated as the absolute difference between the highest score and the lowest score in a distribution dataset. It provides an immediate indication of the total spread of scores, though it is sensitive to extreme outliers.

137. (A) 34.13%
In a standard normal distribution curve, total symmetry exists around the central mean.

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multidimensional growth accurately across varied learning contexts.

96. (B) Kuder-Richardson 20 (KR-20) / Cronbach's Alpha coefficient
Cronbach's Alpha (and KR-20 for dichotomous items) evaluates internal consistency reliability by calculating the mathematical average of all possible split-half reliability coefficients for a test instrument. It measures how uniformly individual test items evaluate the same underlying construct during a single test administration.

97. (B) How well a test measures an intended theoretical trait or hypothetical construct
Construct validity evaluates the extent to which an assessment tool accurately measures a specific theoretical construct, attribute, or psychological trait, such as intelligence, anxiety, or critical thinking ability. It is established through empirical and logical evidence demonstrating that test results reflect the theoretical framework defining the construct.

98. (A) A strong negative linear relationship
A correlation coefficient of -0.85 indicates a strong negative linear relationship between two variables. In educational measurement, this means that as internal assessment scores increase, external board examination scores decrease systematically, signaling severe scoring divergence or inverse measurement patterns between internal and external assessment systems.

99. (A) I, II and III
Rating scales record performance along a quantitative continuum; anecdotal records capture significant observed student behaviors in natural settings; and Cumulative Record Cards preserve detailed historical profiles of scholastic, physical, and socio-emotional development over multiple years. All three represent essential observational and cumulative classroom evaluation instruments.

100. (D) Questions must assess analytical synthesis and concept application rather than text retrieval
Open-book examinations allow students direct access to textbooks during testing, rendering basic factual retrieval trivial. Question design for open-book exams must focus on higher-order cognitive skills, requiring examinees to analyze novel scenarios, synthesize information across sources, evaluate arguments, and apply concepts critically rather than copy printed text.

101. (C) Median
The median is the statistical measure of central tendency defined as the exact middle score in an ordered dataset. It divides a score distribution into two equal parts, such that fifty percent of observations fall above the median and fifty percent fall below, remaining unaffected by extreme outliers.

102. (B) Superficial appearance that a test measures what it purports to measure
Face validity refers to the informal, superficial judgment that a test appears to measure its intended subject matter. Unlike empirical or construct validity, face validity does not involve statistical calculations or deep technical analysis, reflecting only whether the test looks relevant to examinees and non-expert observers.

103. (C) NCF 2005
National Curriculum Framework 2005 explicitly highlighted the necessity of reducing test anxiety among school students. It advocated making board examinations flexible, reducing high-stakes pressure, integrating continuous classroom assessment with learning, and emphasizing competency-based evaluation to create supportive learning environments across Indian schools.

104. (A) I and II only
Assessment AS Learning centers on the student's role in the evaluation process, developing self-regulation and metacognitive awareness as learners critically evaluate their own progress. It utilizes self-reflection logs and peer feedback rather than relying on external high-stakes board examinations, making statement III incorrect while statements I and II are correct.

105. (A) Both A and R are true and R is the correct explanation of A
High-stakes annual board examinations frequently foster a commercial coaching culture and widespread rote learning. This occurs because when examination papers prioritize textbook factual recall over analytical reasoning, students rely on mechanical memorization strategies to maximize scores, directly explaining why traditional testing structures drive coaching dependencies and superficial learning practices.

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148. (D) Constructed-response supply item format
Constructed-response items require examinees to formulate and write their own answers in response to a prompt, rather than selecting an answer from options. Short-answer and fill-in-the-blank items represent constructed-response supply formats, evaluating active recall and expression while eliminating guessing.

149. (A) I and II only
Rubrics enhance evaluation transparency by defining quality expectations explicitly and improving inter-rater reliability among evaluators. However, rubrics complement rather than eliminate qualitative written feedback, as narrative comments remain essential for guiding student learning, making statement III incorrect while statements I and II are correct.

150. (B) Performance task evaluated via an analytic rubric
Assessing complex performance skills like public speaking requires authentic performance tasks evaluated using analytic rubrics. An analytic rubric breaks public speaking down into distinct criteria—such as voice modulation, body language, content relevance, and eye contact—providing objective, detailed feedback that written tests cannot capture.

151. (B) 13.5
To find the median of an even dataset (5, 8, 12, 15, 18, 22), locate the two central numbers dividing the set in half. The central values are 12 and 15. The median is calculated as their arithmetic average: (12 + 15) / 2 = 27 / 2 = 13.5.

152. (A) Percentile rank
Percentile rank is a measure of relative standing that indicates the percentage of scores in a norm group falling at or below a specific score. It allows evaluators to interpret an individual's comparative performance within a reference population, unlike absolute metrics like raw scores or variance.

153. (C) Observational tracking combined with simple written and oral evaluations
Under NCF-SE 2023, the Preparatory Stage (Classes 3 to 5) focuses on introducing structured learning while maintaining developmental appropriateness. Assessment emphasizes continuous observational tracking combined with simple written and oral evaluations, avoiding high-stakes examination pressure while systematically monitoring foundational skill acquisition across core subjects.

154. (A) I and II only
Functional distractors must appear plausible to uninformed examinees and remain free from grammatical clues. Non-functional distractors that fail to attract any test-takers should be revised or replaced rather than retained, as inactive options reduce item effectiveness, making statement III incorrect while statements I and II are correct.

155. (A) Both A and R are true and R is the correct explanation of A
Formative assessment is functionally effective only when collected evidence actively guides instructional adaptations to address student needs. Simply recording test scores without altering instruction fails to support learning, directly explaining why actionable feedback and pedagogical adjustments define the core purpose of formative evaluation.

156. (B) The square of the standard deviation (σ^2)
In statistics, Variance is defined as the arithmetic mean of the squared deviations from the distribution mean. Mathematically, it equals the square of the standard deviation (sigma squared), representing the degree of score dispersion within a dataset.

157. (C) Summative evaluation
Summative evaluation is conducted at the conclusion of an instructional unit, course, or academic program. Its primary purpose is certifying student achievement, assigning final grades, and awarding official academic credits by measuring cumulative mastery against curricular standards.

158. (D) Assessing complex synthesis, creative expression, and critical thinking
Open-ended essay questions excel at evaluating higher-order cognitive skills, including analytical synthesis, creative expression, logical argument construction, and critical evaluation. They allow examinees to organize and express original thoughts in their own words, capturing complex cognitive capabilities that structured objective tests cannot measure effectively.

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159. (A) I, II and III only
Item analysis evaluates the psychometric quality of test items by calculating difficulty indices, discrimination values, and analyzing distractor functionality. It focuses on optimizing test validity and reliability, and has no administrative connection to allocating physical examination venues, making statement IV incorrect while statements I, II, and III are correct.

160. (B) Ensure test papers follow a validated blueprint aligned with learning standards
When test papers rely on unvalidated external question banks, construct validity is compromised. School leadership must mandate that all assessments follow a validated test blueprint aligned with explicit curricular standards and learning outcomes, ensuring appropriate content sampling and cognitive domain coverage.

161. (B) Negatively skewed
In a score distribution where the Mean (70) is lower than the Median (75), the distribution is negatively skewed. This left-skewed distribution indicates that a majority of students achieved relatively high scores, while a small number of low scores pulled the arithmetic mean toward the lower end of the scale.

162. (B) Kothari Commission (1964-66)
The Kothari Commission (1964-66) recommended reforming educational evaluation by shifting focus away from high-stakes external board examinations toward continuous internal school-based evaluation. It advocated integrating evaluation with daily teaching to continuously assess student progress across scholastic and personal development domains.

163. (C) National Initiative for Proficiency in Reading with Understanding and Numeracy
In the NIPUN Bharat Mission, NIPUN stands for National Initiative for Proficiency in Reading with Understanding and Numeracy. Launched under the Ministry of Education, it aims to ensure universal foundational literacy and numeracy competencies for all primary school children in India by Grade 3.

164. (A) I and II only
Self-assessment encourages learners to take responsibility for their educational progress while building metacognitive and self-regulatory skills. However, self-assessment complements rather than replaces official summative certification and formal board diplomas, making statement III incorrect while statements I and II accurately define its pedagogical value.

165. (A) Both A and R are true and R is the correct explanation of A
Percentile ranks are non-linear transformations of raw scores that cannot be directly added or averaged using standard arithmetic. This mathematical limitation exists because percentile ranks represent ordinal positions within a group rather than equal-interval measurements, directly explaining why raw score standardizations are required prior to mathematical aggregation.

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166. (B) Assessment AS Learning
When a student utilizes an evaluation rubric to monitor, reflect upon, and modify their own project work in progress, it exemplifies Assessment AS Learning. This approach fosters metacognition, enabling learners to take responsibility for monitoring their understanding and making real-time adjustments to achieve quality learning targets.

167. (A) $R_{total} = (2 \times r_{half}) / (1 + r_{half})$
The Spearman-Brown Prophecy Formula estimates total test reliability from split-half reliability calculations. The mathematical formula is expressed as $R_{total} = (2 * r_{half}) / (1 + r_{half})$, adjusting for the reduced test length resulting from splitting a single test into equal halves during internal consistency estimation.

168. (B) 0.0
A standard Z-score indicates how many standard deviation units an observed raw score lies above or below the distribution mean. When a raw score equals the arithmetic mean, its deviation from the mean is zero, resulting in a Z-score of exactly 0.0.

169. (A) I, II and III
Standardizing test administration requires uniform conditions for all examinees. Test directions must be clear and identical, physical environment factors like lighting and noise must be controlled, and strict compliance with specified timing limits must be enforced to preserve score validity and comparability, validating all three statements.

170. (A) Model answer keys with structured scoring rubrics
Evaluator variance in grading subjective answers compromises test reliability. Introducing detailed model answer keys alongside structured scoring rubrics establishes explicit evaluation criteria and point allocations, minimizing evaluator bias and severity/leniency errors to ensure consistent scoring across subject teachers.

171. (D) Mode
The mode is the measure of central tendency determined by identifying the score that occurs with the greatest frequency in a dataset. It represents the central peak of a score distribution and is useful for categorical data where numerical averaging is not applicable.

172. (B) 86th Amendment Act, 2002
Article 21A was inserted into the Constitution of India by the 86th Constitutional Amendment Act in 2002. It established free and compulsory education as a Fundamental Right for all children aged six to fourteen years, placing a statutory obligation on the State to provide primary schooling access.

173. (C) Demonstration of explicit, measurable skills and conceptual mastery
Competency-Based Education, as emphasized in NEP 2020, focuses on ensuring that learners demonstrate explicit, measurable skills and deep conceptual mastery. Rather than prioritizing textbook coverage or rote memorization, CBE structures instruction around defined learning outcomes, evaluating students on their practical ability to apply knowledge in context.

174. (A) I, II and III
The Holistic Progress Card replaces conventional numerical mark sheets with comprehensive qualitative skill descriptors. It incorporates multidimensional progress across cognitive, socio-emotional, and psychomotor domains while integrating reflections from students, peers, teachers, and parents, fully validating all three statements.

175. (A) Both A and R are true and R is the correct explanation of A
Test items displaying a Discrimination Index near zero (d = 0.00) must be discarded or fundamentally revised. This action is necessary because an item with zero discrimination fails to distinguish between high-achieving and low-achieving candidates, directly explaining why it lacks psychometric utility in norm-referenced assessment instruments.

176. (B) Provides immediate feedback during instruction to guide learning
Formative evaluation is characterized by its continuous, process-oriented nature during instruction. Its primary function is providing immediate, actionable feedback to teachers and students, enabling timely adjustments to address learning gaps and enhance conceptual understanding before terminal summative assessments occur.

177. (B) Portfolio
A portfolio is a purposeful collection of student work samples gathered over time to demonstrate effort, progressive growth, self-reflection, and academic achievement. Portfolios compile diverse artifacts—such as drafts, essays, projects, and self-evaluations—providing a holistic, authentic record of developmental progress.

178. (A) Score correlation with a concurrent criterion test
Concurrent validity evaluates how closely scores on a newly developed test correlate with scores obtained from an established, validated criterion measure administered at approximately the same time. High correlation confirms that the new testing instrument reliably measures the targeted construct or skill domain.

179. (A) I, II and III
Standard Z-scores feature a mean of 0 and a standard deviation of 1, whereas T-scores feature a mean of 50 and a standard deviation of 10. Standardizing raw scores into Z-scores or T-scores enables valid comparisons of individual performance across different tests with varying raw score scales, validating all three statements.

180. (D) Retain as an excellent item with moderate difficulty and high discrimination
A test item featuring a Difficulty Index of p = 0.50 and a Discrimination Index of d = 0.45 represents optimal psychometric performance. The moderate difficulty maximizes potential score variance, while the high discrimination index indicates strong differentiation between high and low achievers, making it an excellent item to retain.

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exit tickets allows teachers to assess student comprehension immediately at the conclusion of a lesson, identifying persistent misconceptions and adjusting subsequent instructional planning before formal summative evaluations take place.

117. (C) Consistency of scores assigned by different evaluators to the same student responses
Scorer reliability, or inter-rater reliability, measures the degree of consistency between scores assigned by independent evaluators to the same student responses. High scorer reliability indicates that grading criteria and rubrics are clearly defined, ensuring that test scores remain objective and free from individual evaluator bias.

118. (B) Spearman's Rank-Difference Correlation
Spearman's Rank-Difference Correlation Coefficient is the appropriate statistical method for measuring agreement between two sets of ordinal data or ranked observations. When two judges rank candidates in a competition, Spearman's method quantifies the degree of linear association between the assigned rank orders.

119. (A) I and II only
Diagnostic evaluation is deployed when standard formative remediation fails, aiming to uncover underlying cognitive, sensory, or emotional causes of learning barriers. Its purpose is formative and prescriptive rather than administrative, meaning it does not yield official letter grades on academic transcripts, making statement III incorrect while statements I and II are correct.

120. (A) Implement model answer keys and scoring rubrics for subjective questions
High scoring variability across evaluators grading subjective essay questions compromises assessment reliability. Implementing detailed model answer keys paired with structured scoring rubrics establishes standardized criteria, clarifying mark allocations and reducing individual rater subjectivity, thereby enhancing evaluation consistency across academic departments.

121. (A) 25
In a unimodal symmetrical score distribution, the central measures of tendency coincide at the exact midpoint of the distribution curve. When the Mean and Mode equal 25 in a perfectly symmetrical distribution, the Median must also equal 25, reflecting complete distribution symmetry.

122. (B) NPE 1986
The National Policy on Education 1986 emphasized establishing pace-setting Navodaya Vidyalayas in rural areas to nurture talented children. Additionally, NPE 1986 recommended integrating Continuous and Comprehensive Evaluation across secondary schools to substitute excessive reliance on terminal external examinations with continuous school-based assessment.

123. (B) NPE 1986
The Program of Action 1992 was formulated by the Government of India under the C. Janardhan Reddy Committee to review and operationalize the National Policy on Education 1986. It provided specific strategies for implementing educational accessibility, infrastructure development, teacher education, and assessment reforms nationwide.

124. (A) I and II only
Formative evaluation uses interactive techniques during instruction, such as classroom questioning and peer feedback, to monitor comprehension and encourage reflective learning. Terminal end-of-year examinations serve a summative function to certify final achievement rather than a formative purpose, making statement III incorrect while statements I and II are correct.

125. (A) Both A and R are true and R is the correct explanation of A
Competency-based assessment focuses on evaluating real-world application of knowledge rather than theoretical recall. This orientation exists because competencies represent integrated combinations of knowledge, practical skills, values, and attitudes required to execute tasks effectively in authentic contexts, directly explaining why assessment frameworks must prioritize practical application.

126. (D) A grid mapping instructional objectives against content topics with mark weightages
A Table of Specifications, or test blueprint, is a structural design grid mapping curriculum content topics against cognitive domain levels (such as knowledge, understanding, and application). It specifies item counts and mark allocations, ensuring balanced content sampling

192. (B) Anecdotal record
An anecdotal record is an informal observational tool used to capture brief, factual descriptions of significant student behaviors, events, or interactions in natural settings. It provides qualitative developmental data over time, documenting socio-emotional growth and behavioral traits that structured quantitative tests cannot capture.

193. (A) 30:1
The Right to Education Act 2009 prescribes a maximum Pupil-Teacher Ratio of 30:1 for primary schools (Classes 1 to 5). Maintaining this ratio ensures manageable class sizes, enabling teachers to deliver personalized attention, continuous formative monitoring, and child-centered instruction.

194. (A) I and II only
Criterion-Referenced Tests evaluate individual performance against predetermined mastery standards, making them effective for diagnostic assessment and mastery learning. CRT scores measure individual competency independently of peer performance, making statement III incorrect while statements I and II accurately describe criterion-referenced principles.

195. (A) Both A and R are true and R is the correct explanation of A
Diagnostic evaluations are deployed when students fail to respond to standard formative instruction. They serve to uncover persistent conceptual gaps and underlying learning barriers, directly explaining why diagnostic results are necessary for designing specialized, targeted remedial instruction.

196. (D) Self-assessment
Self-assessment involves students systematically reflecting upon their own learning process, identifying personal strengths, recognizing cognitive gaps, and evaluating progress toward targets. It builds metacognitive skills, empowering learners to take ownership of their academic development.

197. (C) How accurately test scores predict future criterion performance
Predictive validity measures how effectively current test scores forecast an individual's future performance on a specific criterion measure, such as college academic achievement or job performance. High predictive validity confirms that test scores offer a reliable basis for selection decisions.

198. (B) Mode
The mode is the appropriate measure of central tendency for nominal data representing categorical classifications, such as preferred subjects or demographic groups. Because nominal data consists of discrete categories without numerical order, central tendency is defined by the most frequently occurring category.

199. (A) I and II only
Recognized schools operating under the Delhi School Education Act and Rules must adhere to evaluation patterns and moderation guidelines established by the affiliated board. School heads do not possess unilateral authority to modify board examination marks, making statement III incorrect while statements I and II are correct.

200. (A) Direct teachers to use observational checklists, rating scales, and rubrics
Evaluating co-scholastic domains like Art and Physical Education requires systematic observational instruments to prevent arbitrary grading. School leadership must mandate the use of observational checklists, rating scales, and explicit rubrics, establishing objective criteria to assess skill development and behavioral traits accurately.

201. (B) 1
By mathematical definition, standard Z-score distributions are normalized scale transformations with a fixed arithmetic mean of 0 and a standard deviation of 1. A Z-score indicates the exact number of standard deviation units a raw score lies above or below the mean.

202. (B) NPE 1986
The National Policy on Education 1986 explicitly recommended expanding vocational education at the higher secondary stage. It aimed to divert students into career-oriented vocational streams matching their interests and aptitudes, enhancing employability and reducing pressure on higher education admissions.

203. (D) Assessment FOR Learning
Assessment FOR Learning emphasizes an ongoing feedback loop between teacher and student during the learning process. By gathering real-time assessment evidence during instruction, teachers

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score variations in one test correspond to score variations in another.

249. (A) I, II, III and IV
The 5+3+3+4 school structure under NEP 2020 comprises four stages: Foundational (5 years, ages 3-8), Preparatory (3 years, ages 8-11), Middle (3 years, ages 11-14), and Secondary (4 years, ages 14-18). All four statements accurately define the age groups and grade allocations.

250. (A) Revealing the key through structural length clues
When the correct option in a multiple-choice question is noticeably longer and contains far more detail than the distractors, it provides a structural length clue. Test-takers can identify the correct key based on option appearance rather than subject mastery, compromising item validity.

251. (A) 18
The mode is the score that appears with the highest frequency in a dataset. In the score set 14, 18, 22, 18, 25, 18, 30, 22, 18, the number 18 appears four times, which is more frequent than any other score, making 18 the distribution mode.

252. (A) Kothari Commission (1964-66)
The Kothari Commission (1964-66) recommended restructuring school examinations by holding external board exams at the end of Class 10 and Class 12. It emphasized replacing intermediate external exams with internal school-based evaluations recorded in cumulative record cards to track ongoing student progress.

253. (B) Assessment FOR Learning
Assessment FOR Learning is an ongoing process integrated into daily instruction. It continuously gathers assessment evidence regarding student understanding, allowing teachers to adapt pedagogical strategies and provide immediate feedback to support learning progress before terminal summative evaluations occur.

254. (A) I and II only
Rubrics make performance standards explicit to students, fostering self-regulation and reducing scoring subjectivity in complex tasks. Rubrics are designed primarily for subjective open-ended performances rather than numerical multiple-choice tests, which are scored automatically using answer keys, making statement III incorrect while statements I and II are correct.

255. (A) Both A and R are true and R is the correct explanation of A
Competency-based education replaces norm-referenced grading with criterion-referenced evaluation mapped to defined learning outcomes. This shift is necessary because competency-based frameworks focus on ensuring that every student achieves explicit mastery standards rather than ranking students relative to peer group performance, directly explaining the required assessment shift.

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256. (D) Anecdotal Record
An anecdotal record is an observational tool consisting of brief, factual descriptions of significant student behaviors, events, or interactions observed in natural classroom settings. It documents socio-emotional development and contextual behaviors over time without imposing structured rating scales.

257. (B) -1.00 to $+1.00$
Pearson's Product-Moment Correlation Coefficient (r) ranges from -1.00 to +1.00. A value of +1.00 indicates a perfect positive linear relationship, -1.00 indicates a perfect negative linear relationship, and 0.00 indicates no linear association between evaluated continuous variables.

258. (D) Creating
Asking students to design an original experimental procedure involves synthesizing knowledge, organizing components into novel structures, and generating new operational plans. In Bloom's revised taxonomy, generating original plans or products represents the highest cognitive domain level: Creating.

259. (A) I, II and III only
The Holistic Progress Card features a 360-degree assessment incorporating self-assessment, peer-assessment, and teacher ratings across cognitive, affective, and psychomotor domains. It replaces traditional report cards focused strictly on percentage marks and class ranks, making statement IV incorrect while statements I, II, and III are correct.

testing, making statement III incorrect while statements I and II are correct.

215. (A) Both A and R are true and R is the correct explanation of A
Formative assessment practices enhance intrinsic student motivation and learning self-efficacy. This occurs because formative assessment provides constructive, non-judgmental feedback focused on personal mastery and growth, directly explaining why shifting away from comparative social ranking fosters a supportive learning environment.

216. (A) Holistic Rubric
A holistic rubric evaluates a performance task as an integrated whole, awarding a single summary score based on overall quality. Unlike analytic rubrics, it does not evaluate specific sub-components or criteria separately, making it efficient for summative evaluation where detailed diagnostic feedback is not required.

217. (C) Reliability
Reliability refers to the consistency and stability of test results across repeated administrations under similar conditions. An assessment tool that produces comparable score distributions across time or equivalent test forms demonstrates high reliability, ensuring that measurement errors are minimized.

218. (B) Median
The median is the appropriate measure of central tendency for ordinal data, such as rank orders or scaled ratings. Because ordinal scales express relative order without equal intervals, calculating arithmetic averages is mathematically invalid, whereas the median accurately identifies the central rank value.

219. (A) I and II only
The 360-degree Holistic Progress Card evaluates multidimensional growth across cognitive, affective, and psychomotor domains by incorporating self-assessment, peer-assessment, and teacher observation. It moves away from pure reliance on end-of-term examination marks, making statement III incorrect while statements I and II are correct.

220. (B) Introduce inquiry projects, source analysis, and debate rubrics
To align instruction with NCF-SE 2023, social science evaluation must move away from dictating answers for rote memorization. School leadership should enforce inquiry-based projects, primary source analysis, and structured debate rubrics, fostering critical thinking, analytical reasoning, and active historical investigation.

221. (A) $Z = (X - \mu)/\sigma$
The standard score Z-score is calculated using the formula Z = (X - mu) / sigma, where X represents the observed raw score, mu represents the distribution mean, and sigma represents the standard deviation. It measures raw score deviation from the mean in standard deviation units.

222. (D) Secondary Stage
Under the National Curriculum Framework for School Education 2023, the Secondary Stage encompasses four years covering Classes 9 to 12 for students aged 14 to 18. It features multidisciplinary choice flexibility, deeper conceptual study, and critical thinking development across academic and vocational subjects.

223. (A) Criterion-referenced assessment
Professional licensure and certification evaluations rely on criterion-referenced assessment to determine whether candidates meet predetermined competency standards required for practice. Candidates are evaluated against explicit standards rather than ranked relative to peer groups, ensuring consistent professional entry qualifications.

224. (A) I and II only
Portfolio assessment documents student effort, progressive growth, and achievement over time while fostering reflective learning. Because portfolios compile complex qualitative work samples, essays, and self-evaluations, they cannot be scored automatically using OMR scanners, making statement III incorrect while statements I and II are correct.

225. (A) Both A and R are true and R is the correct explanation of A
Lengthening a test by adding homogeneous, valid items increases test reliability. This occurs because increasing item count improves content sampling representation and reduces the proportional impact of random measurement errors on total scores, directly explaining why longer tests yield higher score consistency.

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226. (B) Multiple-choice questions (MCQs)
Multiple-choice questions allow broad content coverage and objective scoring within short testing periods. Because MCQs can sample numerous syllabus topics rapidly and be scored objectively using automated answer keys, they maximize scoring consistency and content representation compared to subjective essay examinations.

227. (C) Negatively skewed
A score distribution where scores concentrate heavily at the high end, leaving a extended tail on the left side, is negatively skewed. This distribution shape indicates that most examinees achieved high scores, pulling the arithmetic mean below the median value.

228. (D) A student using self-reflection logs to assess their own learning
Assessment AS Learning occurs when students reflect upon and monitor their own learning progress. Utilizing self-reflection logs, self-evaluations, and goal-setting logs fosters metacognitive awareness, empowering learners to adjust their learning strategies and take responsibility for personal academic growth.

229. (A) I and II only
A Table of Specifications (test blueprint) ensures balanced alignment between content areas and cognitive domain weightages during test construction. It must be prepared before assembling test items to ensure structural content validity, rather than constructed post-administration, making statement III incorrect while statements I and II are correct.

230. (B) Implement criteria-based scoring rubrics and audit internal assignments
When teachers award uniform maximum internal marks without assessing work quality, evaluation integrity is lost. School leadership must implement explicit criteria-based scoring rubrics and conduct routine assignment audits, ensuring that internal marks accurately reflect student achievement and documented effort.

231. (C) 70
Standard T-scores are derived from Z-scores using the linear conversion formula $T = 50 + 10(Z)$. Substituting a Z-score of +2.0 into the equation yields $T = 50 + 10(+2.0) = 50 + 20 = 70$, placing the score two standard deviations above the T-distribution mean.

232. (C) Kothari Commission (1964-66)
The Kothari Commission (1964-66) recommended introducing continuous internal assessment across all school levels to reduce dependence on terminal external examinations. It advocated evaluating both academic performance and personal development traits to make assessment an integral component of daily teaching and learning.

233. (C) To identify persistent learning gaps to design targeted remediation
Diagnostic Evaluation is designed to uncover persistent learning difficulties, conceptual gaps, and underlying cognitive barriers that fail to respond to routine instruction. Diagnostic findings provide the qualitative baseline required to structure targeted remedial instruction and individualized learning interventions.

234. (A) I and II only
Peer assessment develops critical evaluation skills and exposes students to diverse problem-solving strategies. However, peer assessment serves a formative role and cannot replace the teacher's statutory responsibility in formal summative grading and official transcript certification, making statement III incorrect while statements I and II are correct.

235. (A) Both A and R are true and R is the correct explanation of A
Continuous and Comprehensive Evaluation assesses all aspects of child growth continuously throughout the academic year. Because child development is an ongoing process, evaluation must be integrated into daily classroom instruction rather than restricted to periodic terminal tests, directly explaining why continuous school-based assessment is necessary.

236. (C) Article 350A
Article 350A of the Constitution of India empowers the President to issue executive directions to states to ensure adequate facilities for primary instruction in the mother tongue for children of linguistic minority groups, supporting native language learning and educational equity.

237. (C) Predictive Validity
Predictive validity is established when test scores correlate significantly with a future

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criterion measure, such as subsequent academic performance in university or job performance ratings. High predictive correlation confirms that the test accurately forecasts future candidate performance.

238. (B) 0.80
The Item Difficulty Index (p-value) represents the proportion of examinees who answer an item correctly, calculated as correct responses divided by total examinees. When 80% of test-takers answer correctly, the p-value equals 0.80, indicating a statistically easy test item.

239. (A) I, II, III and IV
A standard normal distribution curve exhibits bell-shaped symmetry around the central mean, with total area under the curve equaling 1.0 (100%). The mean, median, and mode coincide at the central peak, and approximately 95.44% of scores fall within +/- 2 standard deviations, validating all four statements.

240. (B) Shift to application tasks mapped to Learning Outcomes
Implementing competency-based evaluation under NEP 2020 requires shifting assessment design toward real-world application tasks mapped to explicit Learning Outcomes. This transition replaces rote factual recall with tasks that evaluate critical thinking, problem solving, and conceptual application in practical contexts.

241. (B) Interquartile Range
The Interquartile Range is the measure of dispersion calculated as the absolute difference between the third quartile (Q3, 75th percentile) and first quartile (Q1, 25th percentile). It describes the spread of the central 50 percent of scores, offering a metric resistant to extreme outliers.

242. (A) Mandatory annual centralized public board examinations at Grade 5
Section 29(2) of the RTE Act 2009 prescribes principles for elementary curriculum and evaluation, emphasizing constitutional values, all-round child development, and child-friendly activity-based learning. It explicitly does not mandate annual centralized public board examinations at Grade 5, making option A the correct choice.

243. (C) Formative evaluation monitors ongoing progress; diagnostic evaluation pinpoints root causes of persistent learning failures
Formative evaluation continuously monitors routine learning progress during instruction to guide ongoing teaching adaptations. In contrast, diagnostic evaluation is deployed when persistent learning failures occur, utilizing specialized diagnostic tools to identify specific root causes, cognitive barriers, and underlying conceptual gaps requiring intensive remediation.

244. (A) I and II only
Open-book examinations reduce the burden of memorizing factual details and evaluate higher-order application, analysis, and synthesis skills. They require critical thinking rather than lower cognitive recall or direct text copying, which yields zero credit, making statement III incorrect while statements I and II are correct.

245. (A) Both A and R are true and R is the correct explanation of A
Formative assessment must provide specific descriptive feedback rather than isolated marks or grades. Descriptive feedback clarifies what learners have achieved, identifies specific conceptual gaps, and provides actionable guidance on how to bridge those gaps, directly explaining why descriptive feedback drives learning improvement.

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246. (D) Leniency Error
Leniency Error occurs when an evaluator consistently awards high marks or favorable ratings to candidates regardless of actual performance quality. This evaluation bias distorts measurement results by overestimating achievement and failing to distinguish between varying levels of student competence.

247. (A) True Score (T) + Error Score (E)
In classical test theory, an individual's observed score (X) is defined mathematically as the sum of their true score (T) and an unsystematic error score (E): X = T + E. True score represents underlying competence, while error score captures random measurement variance.

248. (A) Covariance / Correlation coefficient
The correlation coefficient (and covariance) measures the degree and direction of linear association between two sets of test scores. Ranging from -1.00 to +1.00, it quantifies how

271. (B) 12
To calculate Mean Deviation from the Mean for dataset 10, 20, 30, 40, 50: First find Mean = 30. Calculate absolute deviations from Mean: |10-30|=20, |20-30|=10, |30-30|=0, |40-30|=10, |50-30|=20. Sum of absolute deviations = 60. Mean Deviation = 60 / 5 = 12.

272. (B) 6 to 14 years
Article 21A of the Constitution of India guarantees free and compulsory education as a Fundamental Right to all children between the ages of six and fourteen years, obligating the State to ensure access to primary education.

273. (B) Facilitating board equivalence and assessment reform guidelines
PARAKH functions under NEP 2020 to establish assessment standards, norms, and guidelines across recognized school boards in India. It facilitates board equivalence, promotes competency-based evaluation, and guides state assessment bodies in implementing uniform, high-quality examination reforms.

274. (A) I and II only
Norm-Referenced Tests compare student performance against peer group distributions, whereas Criterion-Referenced Tests measure performance against absolute mastery standards. CRT, rather than NRT, is ideal for evaluating independent technical skill mastery, making statement III incorrect while statements I and II are correct.

275. (A) Both A and R are true and R is the correct explanation of A
Internal assessment marks require moderation mechanisms to maintain score comparability across different schools. Moderation is necessary because different teachers and institutions apply varying standards of strictness, leniency, and subjective judgment, directly explaining why statistical alignment mechanisms are required to ensure fairness.

276. (D) Rating Scale
A rating scale uses a continuum of numbers or descriptive categories (such as 1 to 5, or Never to Always) to evaluate the degree, quality, or frequency of observed student behaviors or skills, providing quantitative data on complex performance traits.

277. (A) $T = 50 + 10Z$
Standard T-scores are derived from standard Z-scores using the linear conversion formula T = 50 + 10Z. This standard transformation converts Z-scores into a distribution scale featuring a fixed mean of 50 and a standard deviation of 10.

278. (B) Matches test items to weightages in the curriculum blueprint
A Table of Specifications (test blueprint) ensures structural content validity by systematically matching test items to predetermined curriculum weightages and cognitive domain levels, guaranteeing balanced sampling across syllabus units during test assembly.

279. (A) I and II only
The NIPUN Bharat Mission focuses on Foundational Literacy and Numeracy for children aged 3 to 9 years (Pre-school to Grade 3). It explicitly avoids high-stakes formal written board examinations, prioritizing stress-free, play-based observational assessment, making statement III incorrect while statements I and II are correct.

280. (A) Prepare an analytic scoring key specifying mark allocation across criteria
To eliminate high evaluator variance in grading extended essay questions, school leadership must order the preparation of an analytic scoring key. Specifying mark allocations across concrete criteria—such as content accuracy, organization, argument quality, and language precision—ensures objective scoring across evaluators.

281. (C) Negatively skewed
In a score distribution where the Mean (50) is lower than the Median (60), the distribution is negatively skewed. This left-skewed shape indicates that a majority of examinees achieved higher scores, while a small tail of low scores pulled the arithmetic mean downward.

282. (A) Making board exams low-stakes, flexible, testing core competencies
National Education Policy 2020 recommends reforming Board Examinations for Classes 10 and 12 by making them low-stakes, flexible, and focused on core competencies. Examinations will test higher-order thinking and concept application rather than rote memorization, with options for re-testing to reduce student stress.

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260. (D) Require practical performance tasks, map skills, and clear criteria
To ensure comprehensive evaluation in geography, school leaders must mandate assessing practical performance tasks alongside map skills and spatial analysis. Utilizing explicit scoring criteria and practical rubrics ensures that evaluations cover both theoretical understanding and practical geographical competencies.

261. (B) +2.0
The standard score Z-score is calculated using the formula Z = (Raw Score - Mean) / Standard Deviation. Substituting the given values yields Z = (130 - 100) / 15 = 30 / 15 = +2.0, indicating that the score lies exactly two standard deviations above the mean.

262. (B) NPE 1986
The National Policy on Education 1986 recommended establishing District Institutes of Education and Training in every district across India. DIETs were established to provide academic support, conduct pre-service and in-service teacher training, and strengthen continuous evaluation systems at the primary school level.

263. (D) To evaluate item difficulty, discrimination, and distractor function
Item analysis is a psychometric procedure used during test standardization to evaluate individual test items. By calculating difficulty indices, discrimination values, and distractor functionality, item analysis identifies flawed or ambiguous items, ensuring that only valid and reliable items are retained in active question banks.

264. (A) I and II only
Assessment AS Learning centers on student self-monitoring, self-assessment, and critical reflection, developing metacognition and self-directed learning skills. It relies on internal student reflection rather than external testing agencies, making statement III incorrect while statements I and II accurately define its core characteristics.

265. (A) Both A and R are true and R is the correct explanation of A
High inter-rater reliability is essential when evaluating subjective performance tasks like essays or art projects. High inter-rater consistency is required because subjective evaluations are susceptible to evaluator bias, severity/leniency errors, and central tendency errors, directly explaining why standardized scoring rubrics are necessary.

266. (A) Placement Evaluation
Placement Evaluation is administered prior to instructional delivery to determine an applicant's entry-level skills, prerequisite knowledge, and learning readiness. The results allow educators to place students in appropriate instructional streams, courses, or specialized programs suited to their learning levels.

267. (B) Bimodal distribution
A score distribution exhibiting two distinct statistical peaks or modes is described as bimodal. A bimodal distribution indicates the presence of two separate high-frequency score clusters within the sample, often reflecting two distinct subgroup populations with differing achievement levels.

268. (B) Consistency or stability of test scores across repeated testing
Reliability in educational measurement refers to the consistency, precision, and stability of test scores across repeated administrations or equivalent test forms. A reliable test instrument minimizes random measurement error, yielding comparable score distributions when administered under similar testing conditions.

269. (A) I and II only
Continuous and Comprehensive Evaluation in CBSE schools monitored student development continuously across scholastic and co-scholastic domains throughout the academic year. CCE incorporated both formative assessments and formal summative written examinations, making statement III incorrect while statements I and II are correct.

270. (D) Evidence files with practical logbooks, rubrics, and evaluation records
Maintaining evaluation integrity during academic audits requires documenting internal practical marks with authentic evidence. School heads must ensure that practical mark registers are supported by student lab logbooks, completed practical experiment files, and structured teacher evaluation rubrics.

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adapt pedagogical strategies immediately to address identified learning needs and support student progress toward learning goals.

204. (A) I and II only
Continuous evaluation reduces test anxiety among young learners by integrating non-threatening observational assessments into daily classroom activities, allowing immediate remedial interventions. High-stakes formal board examinations increase stress and contradict continuous evaluation principles, making statement III incorrect while statements I and II are correct.

205. (A) Both A and R are true and R is the correct explanation of A
Open-book examinations evaluate higher-order cognitive abilities like application, analysis, and synthesis. Because examinees have access to reference materials during testing, simple factual retrieval is rendered trivial, directly explaining why questions must require higher-level critical thinking and problem solving.

206. (D) Normal Probability Distribution
A symmetrical, bell-shaped score distribution where the Mean, Median, and Mode coincide at the central peak represents a Normal Probability Distribution. It serves as a fundamental theoretical model in psychometrics, exhibiting predictable score proportions across standard deviation intervals.

207. (A) Content Validity
Content validity is established by demonstrating that a test systematically samples the learning objectives and subject matter defined in the curriculum blueprint. High content validity ensures that test items accurately represent the targeted knowledge domain without over-testing minor topics or omitting key units.

208. (B) Standardized sample data used as a frame of reference for interpreting scores
Norms represent standardized performance data gathered from a large, representative sample group. They provide an objective frame of reference for interpreting raw test scores, allowing evaluators to compare an individual's score against relative performance distributions of peer populations.

209. (A) I, II and III
The Item Discrimination Index ranges from -1.00 to +1.00. Positive values indicate that higher-performing candidates answered the item correctly more often than lower performers, while negative values show that lower performers answered correctly more often, signaling item flaws. All three statements are correct.

210. (A) Test was overly difficult; review teaching coverage and moderate results
An average Difficulty Index of $p = 0.12$ indicates that test items were excessively difficult, as only twelve percent of examinees answered correctly on average. School leadership must review curriculum delivery, evaluate test construction validity, and consider score moderation to adjust for the inappropriate difficulty level.

211. (C) Phi coefficient
The Phi coefficient is the statistical correlation measure used to determine the degree of association between two dichotomous variables, such as correct/incorrect test responses or binary categories. It is derived from chi-square analysis and ranges from -1.00 to +1.00.

212. (B) Section 16
Section 16 of the Right to Education Act 2009 originally contained the "No Detention Policy," prohibiting holding back or expelling any child from school until the completion of elementary education. The section was amended in 2019 to permit conditional detention in Grades 5 and 8 after re-examination.

213. (C) Setting assessment standards, norms, and guidelines across recognized school boards
PARAKH functions under NEP 2020 as a national assessment center operating under NCERT. Its primary mandate is establishing standardized assessment norms, guidelines, and evaluation frameworks across recognized school boards in India, facilitating board equivalence and supporting competency-based assessment reforms.

214. (A) I and II only
Competency-Based Assessment evaluates real-world application of knowledge and aligns directly with defined grade-level learning outcomes. It encourages continuous skill mastery rather than cramming near examination dates, which is a drawback of traditional summative

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283. (D) Providing ongoing qualitative feedback to guide instruction
The primary purpose of Formative Evaluation is gathering continuous assessment evidence during instruction to provide ongoing qualitative feedback. This feedback enables teachers to adapt pedagogical strategies and supports students in identifying learning gaps and taking actionable steps to improve learning outcomes.

284. (A) I and II only
Peer evaluation builds critical analysis skills, engages students actively, and develops criteria understanding. However, peer evaluation serves a formative purpose and cannot replace the teacher's statutory role in official summative grading and transcript certification, making statement III incorrect while statements I and II are correct.

285. (A) I, II and III
NEP 2020 advocates shifting evaluation from summative rote learning toward continuous competency-based assessment. It emphasizes higher-order cognitive skills like critical thinking and application, and introduces a 360-degree Holistic Progress Card, validating all three statements.

286. (B) Variance = (Standard Deviation)
In statistics, Variance is defined as the square of the Standard Deviation (S squared). Conversely, Standard Deviation is calculated as the positive square root of the Variance, representing score dispersion around the arithmetic mean.

287. (A) Checklist
A checklist is an observational evaluation tool containing a list of specific observable behaviors, skills, or traits. Evaluators mark a binary "Yes" or "No" (or Present/Absent) to record whether a target behavior is manifested during observation.

288. (B) Representative sampling of curriculum content and objectives
Content validity refers to the extent to which a test systematically and representatively samples the subject matter content and learning objectives defined in the curriculum blueprint. High content validity ensures that test items accurately represent the targeted knowledge domain.

289. (A) I, II and III only
Diagnostic evaluation uncovers persistent conceptual gaps and underlying learning barriers when formative interventions fail, providing the foundation for Individualized Remedial Teaching Plans. It serves a formative, prescriptive purpose rather than ranking students on merit lists, making statement IV incorrect while statements I, II, and III are correct.

290. (A) Both A and R are true and R is the correct explanation of A
Test items displaying negative discrimination indices ($d < 0$) must be discarded or rewritten. This action is necessary because a negative index shows that low-performing students answered the item correctly more often than high performers, signaling item ambiguity, misleading distractors, or incorrect answer keying.

291. (C) Standard Deviation
Standard deviation is the measure of statistical dispersion calculated as the positive square root of the arithmetic mean of squared deviations from the distribution mean. It quantifies the absolute spread of test scores around the central average value.

292. (D) Child's mother tongue
Section 29(2)(f) of the Right to Education Act 2009 prescribes that the medium of instruction in elementary schools shall, as far as practicable, be in the child's mother tongue, supporting native language acquisition and cognitive development during foundational learning.

293. (C) Assessment FOR learning is formative; Assessment OF learning is summative
The key distinction lies in purpose and timing: Assessment FOR Learning is formative, occurring continuously during instruction to guide learning and adapt teaching; Assessment OF Learning is summative, occurring at unit completion to certify achievement and assign grades.

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294. (A) I, II and III
The 360-degree Holistic Progress Card integrates self-assessment, peer-assessment, and teacher ratings across cognitive, affective, and psychomotor domains. It records achievements in project-based learning, inquiry tasks, and co-curricular activities, validating all three statements.

295. (A) I, II, III and IV
A blueprint ensures balanced representation of content and objectives; the Difficulty Index measures correct response proportions; the Discrimination Index evaluates differentiation between high and low achievers; and distractor analysis determines whether incorrect options function effectively. All four statements accurately describe psychometric test construction principles.

296. (A) Internal consistency reliability of a test instrument
Cronbach's Alpha evaluates the internal consistency reliability of an assessment instrument. It calculates the degree to which items within a test evaluate the same underlying construct, providing a metric ranging from 0.00 to 1.00 based on inter-item correlations.

297. (C) Rubric-based assessment
Rubric-based assessment evaluates complex performance tasks against pre-established quality criteria described across proficiency levels in a scoring grid. It provides transparent criteria, reduces evaluator subjectivity, and delivers structured diagnostic feedback on student performance.

298. (A) Excellent item with ideal difficulty and high discrimination
A test item exhibiting a Difficulty Index of p = 0.50 and a Discrimination Index of d = 0.60 demonstrates ideal psychometric performance. The moderate difficulty maximizes score variance, while the high discrimination index confirms strong differentiation between high and low achievers.

299. (A) I and II only
Open-book examinations allow students access to approved reference materials during testing, shifting focus toward higher-order application, analysis, and synthesis skills. Direct copying from textbooks yields zero credit because questions evaluate critical reasoning rather than text retrieval, making statement III incorrect while statements I and II are correct.

300. (B) Violation of CCE guidelines; continuous formative tracking must be implemented
Awarding internal marks based on a single end-of-term written test violates Section 29 of the RTE Act and NEP 2020 evaluation principles. Internal assessment mandates continuous formative tracking, portfolio review, and practical skill observation throughout the academic term to support holistic learning.

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CHAPTER 08

Statistics in Education

1. Which entry in the Constitution of India specifies Education as a subject in the Concurrent List following the 42nd Constitutional Amendment Act of 1976?
(A) Entry 25 of List III
(B) Entry 11 of List II
(C) Entry 63 of List I
(D) Entry 20 of List III

2. Under Article 21A of the Constitution of India, the State is mandated to provide free and compulsory education to all children of what age group?
(A) 3 to 18 years
(B) 5 to 14 years
(C) 6 to 14 years
(D) 6 to 18 years

3. Article 45 of the Directive Principles of State Policy, as amended by the 86th Constitutional Amendment Act, 2002, directs the State to endeavor to provide early childhood care and education for all children until they complete what age?
(A) Six years
(B) Eight years
(C) Five years
(D) Fourteen years

4. Which Constitutional Article directs the State to promote with special care the educational and economic interests of the weaker sections of the people, particularly the Scheduled Castes and the Scheduled Tribes?
(A) Article 30
(B) Article 350B
(C) Article 15(4)
(D) Article 46

5. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Article 350A of the Indian Constitution casts an obligation on every State and local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.
Reason (R): The Fundamental Rights under Article 29 guarantee the right of any section of citizens to conserve their distinct language, script, or culture.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Under Article 51A(k) of the Constitution of India, who among the following is cast with the Fundamental Duty to provide opportunities for education to a child or ward between the age of six and fourteen years?
(A) The Head of Institution of the local government school
(B) The local municipal authority
(C) The parent or guardian
(D) The appropriate State Government

7. Which entry in the Union List (List I) of the Seventh Schedule deals with the determination and coordination of standards in institutions for higher education or research and scientific and technical institutions?
(A) Entry 63
(B) Entry 65
(C) Entry 66
(D) Entry 25

8. The University Education Commission (1948–49), which recommended the establishment of the University Grants Commission, was chaired by:
(A) Dr. S. Radhakrishnan
(B) Dr. D.S. Kothari
(C) Dr. A. Lakshmanaswami Mudaliar
(D) Dr. Zakir Husain

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83. A normal probability curve is mesokurtic and has a coefficient of kurtosis (Ku) equal to:
(A) 0.263
(B) 0.500
(C) 1.000
(D) 3.000

84. What is the standard formula for calculating a Z-score for a raw score X, given population mean μ and standard deviation σ?
(A) $Z = \frac{X - \mu}{\sigma}$
(B) $Z = \frac{\mu - X}{\sigma}$
(C) $Z = \frac{\sigma}{X - \mu}$
(D) $Z = \frac{X + \mu}{\sigma}$

85. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): T-scores are preferred over Z-scores when communicating performance results to students and parents.
Reason (R): T-scores eliminate negative values and decimals by setting the mean at 50 and standard deviation at 10.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. A student obtains a raw score corresponding to a Z-score of $+2.0$ on a standardized achievement test. What is this student's equivalent T-score?
(A) 30
(B) 60
(C) 70
(D) 80

87. In an absolute grading system adopted by CBSE for secondary school examinations, student performance is classified into grade bands based on pre-established score cut-offs. What is the primary advantage of absolute grading over relative grading (grading on a curve)?
(A) It strictly forces a predetermined percentage of students to fail regardless of actual achievement.
(B) It reduces student competition by evaluating against fixed standards rather than peers.
(C) It guarantees that the final distribution of student grades conforms to a perfect normal curve.
(D) It operates without requiring predefined standard criteria or detailed rubrics.

88. Under the direct nine-point scale grading system recommended for Class 10 board examinations by CBSE, what position does the grade $A1$ represent?
(A) Top 1/8th of passed candidates
(B) Top 10% of total candidates
(C) Students scoring above 95% absolute marks
(D) Top 5% of registered candidates

89. Which constitutional amendment introduced Article 21A, making free and compulsory education for children aged 6 to 14 a Fundamental Right?
(A) 42nd Constitutional Amendment Act, 1976
(B) 73rd Constitutional Amendment Act, 1992
(C) 86th Constitutional Amendment Act, 2002
(D) 91st Constitutional Amendment Act, 2003

90. Consider the following constitutional provisions related to education:
I. Article 21A – Right to Free and Compulsory Education
II. Article 45 – Early Childhood Care and Education
III. Article 30 – Right of Minorities to establish and administer educational institutions
Which of the provisions given above are correctly matched with their subject matter?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

91. Under Article 30(1) of the Indian Constitution, who has the right to establish and administer educational institutions of their choice?
(A) Exclusively recognized religious minority communities.
(B) Exclusively recognized linguistic minority communities.
(C) All religious and linguistic minority groups.
(D) Any organized citizens residing in rural regions.

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Assessment of Knowledge for Holistic Growth

18. Under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, what is the mandatory proportion of seats reserved in Class 1 (or pre-school) in non-aided private schools for children belonging to weaker sections and disadvantaged groups?
(A) 10 percent
(B) 15 percent
(C) 20 percent
(D) 25 percent

19. Section 16 of the RTE Act, 2009 was amended in 2019 regarding the 'no-detention policy'. Which of the following correctly reflects the amended legal provision?
(A) Prohibiting any form of detention or holding back in school under all circumstances until completion of elementary education.
(B) Allowing regular Class 5 and 8 exams with re-examination; failure in re-exam permits detention by government.
(C) Permitting detention across all elementary classes from Class 1 onwards subject to prior School Management Committee approval.
(D) Mandating that children who fail Class 5 must be expelled immediately from formal government school systems nationwide.

20. A parent of an 11-year-old child who has never attended formal school approaches the Principal of a Government Sarvodaya Vidyalaya in Delhi for admission under the RTE Act, 2009. What is the legally mandated administrative course of action for the Principal?
(A) Deny admission on the grounds that the child lacks prerequisite academic transcripts and foundational credentials.
(B) Admit the child directly to Class 1 because the child has no prior formal schooling experience or preschool background.
(C) Admit the child to an age-appropriate class and provide special training to bridge learning gaps.
(D) Require the child to sit for a formal competitive screening test before determining the suitable class for admission.

21. Which Section of the RTE Act, 2009 strictly prohibits physical punishment, mental harassment, and screening procedures for admission of children?
(A) Sections 13 and 17
(B) Sections 07 and 12
(C) Sections 21 and 22
(D) Sections 28 and 29

22. Under Section 21 of the RTE Act, 2009, what is the minimum percentage of members in a School Management Committee (SMC) who must be parents or guardians of students enrolled in the school?
(A) 33 percent
(B) 50 percent
(C) 66 percent
(D) 75 percent

23. What is the prescribed Pupil-Teacher Ratio (PTR) for primary schools (Classes 1 to 5) under the Schedule of the RTE Act, 2009 for an enrollment up to 200 students?
(A) 20:1
(B) 25:1
(C) 30:1
(D) 35:1

24. Under the Schedule to the RTE Act, 2009, what is the minimum number of instructional hours per academic year required for upper primary classes (Classes 6 to 8)?
(A) 800 hours
(B) 1000 hours
(C) 1200 hours
(D) 1500 hours

25. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Section 28 of the RTE Act, 2009 strictly prohibits private tuition by government school teachers.
Reason (R): Private tuition by public school teachers creates conflict of interest and degrades instructional quality in formal school classrooms.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Samagra Shiksha Scheme is an overarching programme for the school education sector extending from pre-school to class 12. Which

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63. Which measure of central tendency is specifically defined as the point of maximum frequency in a distribution curve?
(A) Mean
(B) Median
(C) Mode
(D) Harmonic Mean

64. The simplest measure of variability, calculated as the difference between the highest score and the lowest score in a distribution, is called:
(A) Standard Deviation
(B) Quartile Deviation
(C) Range
(D) Mean Deviation

65. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Standard Deviation is universally regarded as the most stable and mathematically reliable measure of variability in educational statistics.
Reason (R): Standard Deviation takes into account the magnitude of every individual score's deviation from the arithmetic mean.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. The formula for calculating Quartile Deviation (Semi-Interquartile Range) is given by:
(A) $Q = \frac{Q_3 - Q_1}{2}$
(B) $Q = \frac{Q_3 + Q_1}{2}$
(C) $Q = Q_3 - Q_1$
(D) $Q = \frac{Q_3 - Q_1}{N}$

67. If the third quartile (Q_3) of a test score distribution is 72 and the first quartile (Q_1) is 48, what is the Quartile Deviation?
(A) 24
(B) 12
(C) 60
(D) 16

68. What is the variance of a sample distribution if its Standard Deviation (σ) is calculated to be 7?
(A) 3.5
(B) 14
(C) 49
(D) 343

69. A teacher calculates the Standard Deviation of test scores for Class 10A and finds it to be 4.0, while for Class 10B the Standard Deviation is 9.5. Assuming both classes have the same mean score, what does this indicate?
(A) Class 10A has greater variability/heterogeneity in student scores than Class 10B.
(B) Class 10B has greater variability/heterogeneity in student scores than Class 10A.
(C) Class 10A scored higher overall than Class 10B.
(D) The test was unreliable for Class 10A.

70. Consider the following statements regarding Percentile Rank:
I. Percentile Rank indicates the percentage of scores in a distribution that fall at or below a given score.
II. A student with a Percentile Rank of 85 scored higher than or equal to 85% of the examinees in the norm group.
III. Percentile ranks form an equal-interval scale across the entire distribution.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

71. If a student's score in a standardized assessment corresponds to the 50th percentile, this score is equivalent to the:
(A) Mean in a skewed distribution
(B) Median of the distribution
(C) Mode in a bimodal distribution
(D) Standard deviation of the sample

72. Which coefficient of correlation is non-parametric and appropriate when data are in the form of ordinal ranks rather than continuous interval scores?
(A) Karl Pearson's Product-Moment Correlation
(B) Spearman's Rank-Order Correlation
(C) Point-Biserial Correlation
(D) Multiple Correlation

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(C) I, II and III only
(D) I, II, III and IV

36. What is the primary operational distinction between Measurement and Evaluation in education?
(A) Measurement is entirely qualitative in nature, whereas Evaluation focuses exclusively on numerical quantitative scores.
(B) Measurement assigns numerical values to attributes, while Evaluation makes value judgments based on data.
(C) Measurement is conducted strictly at the end of an academic term, whereas Evaluation takes place continuously on a daily basis.
(D) Measurement applies restrictedly to the cognitive domain, whereas Evaluation applies solely to physical psychomotor domain outcomes.

37. Assessment carried out during the instructional process to monitor student learning and provide ongoing feedback to improve teaching and learning is called:
(A) Summative Assessment
(B) Prognostic Assessment
(C) Formative Assessment
(D) Diagnostic Assessment

38. Assessment performed at the conclusion of an instructional unit or term to evaluate student learning against explicit benchmark standards for grading or certification is termed:
(A) Formative Assessment
(B) Assessment AS Learning
(C) Diagnostic Assessment
(D) Summative Assessment

39. In educational assessment terminology, 'Assessment AS Learning' refers primarily to:
(A) Teachers evaluating student academic achievements using formal structured examinations and standardized classroom tests.
(B) External regulatory inspection agencies assessing overall school institutional performance and compliance parameters.
(C) Students actively monitoring and reflecting on their learning through metacognition and self-assessment.
(D) Continuous administrative evaluation carried out strictly to satisfy official regulatory and governance compliance.

40. A Principal observes that a student in Class 7 consistently scores poorly in mathematics problem-solving despite achieving high marks in mental arithmetic computations. The Principal instructs the teacher to conduct a specialized test to pinpoint specific learning difficulties and conceptual misconceptions. What type of assessment should be administered?
(A) Placement Assessment
(B) Diagnostic Assessment
(C) Summative Assessment
(D) Aptitude Assessment

41. Which type of evaluation compares a student's performance against a predefined set of learning standards or criteria, rather than against the performance of other students in the group?
(A) Norm-Referenced Assessment Evaluation
(B) Criterion-Referenced Evaluation
(C) Ipsative Growth-Based Evaluation
(D) Standardized Normative Group Evaluation

42. In a Norm-Referenced Test (NRT), a student's score is interpreted based on:
(A) Mastery of a pre-specified percentage of prescribed syllabus learning items.
(B) Relative standing compared to a representative normative peer group.
(C) Progress achieved when compared directly against the student's own prior performance.
(D) Direct structured observation of technical skill acquisition in practical lab settings.

43. When a student's present performance is evaluated against his or her own previous performance to measure growth over time, this method is known as:
(A) Ipsative Assessment
(B) Criterion-Referenced Assessment
(C) Norm-Referenced Assessment
(D) Peer Assessment

44. In test construction, a 'Table of Specifications' or 'Blueprint' ensures test content validity by mapping test items against two key dimensions. What are these two dimensions?
(A) Item difficulty level parameters combined with calculated item discrimination index values.
(B) Target instructional cognitive objectives and specific subject content areas.
(C) Internal formative assessment marks paired with external summative examination marks.

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9. The Secondary Education Commission (1952–53) recommended the establishment of multipurpose schools and the introduction of a structural pattern for secondary education under the chairmanship of:
(A) Dr. Daulat Singh Kothari
(B) Dr. A. Lakshmanaswami Mudaliar
(C) Dr. Sampurnanand
(D) Shri Tarachand

10. Consider the following statements regarding the Education Commission (1964–66) chaired by Dr. D.S. Kothari:
I. It recommended allocating at least 6 percent of the Gross National Product (GNP) to education.
II. It proposed the common school system to promote social cohesion.
III. It recommended the 10+2+3 structural pattern of education.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

11. Which committee/commission recommended the concept of 'Learning Without Burden' in its 1993 report, focusing on reducing the curriculum load on school children?
(A) Yashpal Committee
(B) Ishwarbhai Patel Committee
(C) Ramamurti Review Committee
(D) Kothari Commission

12. The National Policy on Education (NPE) 1986 introduced a major centrally sponsored scheme to improve the physical and pedagogical infrastructure of primary schools across India. What was the name of this scheme?
(A) District Primary Education Programme (DPEP)
(B) Sarva Shiksha Abhiyan (SSA)
(C) Operation Blackboard
(D) Mahila Samakhya

13. The Programme of Action (POA) 1992 revised the NPE 1986 and placed special emphasis on which of the following policy structural additions?
(A) Introducing Navodaya Vidyalayas across all rural blocks for talented children
(B) Mandating twenty-five percent seats in private schools for poor students
(C) Replacing the existing 10+2 system with a new 5+3+3+4 school structure
(D) Expanding Operation Blackboard and establishing DIETs for teacher training

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14. Which committee was set up in 1990 to review the National Policy on Education 1986 and evaluate its implementation with a focus on equity and social justice?
(A) Acharya Ramamurti Committee
(B) Janardhana Reddy Committee
(C) Tsukuba Committee
(D) CABE Committee on Universalisation of Secondary Education

15. Consider the following key structural features introduced by National Education Policy (NEP) 2020:
I. Replacement of the 10+2 school curriculum structure with a 5+3+3+4 pedagogical structure.
II. Inclusion of Early Childhood Care and Education (ECCE) from age 3 within the formal school curriculum framework.
III. Division of secondary stage into 4 years covering classes 9 to 12.
IV. Board examination scores made the sole mandatory criteria for undergraduate university admissions.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

16. In the 5+3+3+4 curricular structure of NEP 2020, what age group corresponds to the 'Preparatory Stage'?
(A) Ages 3 to 6
(B) Ages 6 to 8
(C) Ages 8 to 11
(D) Ages 11 to 14

17. Under NEP 2020, PARAKH is established as a national assessment center under NCERT. What does the acronym PARAKH stand for?
(A) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
(B) Performance Appraisal, Rating, and Analysis of Knowledge for Holistic Development
(C) Performance Assessment, Rating, and Analysis of Knowledge for Holistic Education
(D) Performance Evaluation, Review, and

of traits and using factor analysis.
(D) Calculating the arithmetic mean and standard deviation of overall class test scores.

53. The extent to which an evaluation instrument yields the same results regardless of who scores or rates the student's response is known as:
(A) Objectivity
(B) Usability
(C) Reliability
(D) Normality

54. Continuous and Comprehensive Evaluation (CCE), as conceptualized in Indian educational policy, emphasizes:
(A) Conducting mandatory monthly pen-paper examinations for continuous candidate ranking.
(B) Continuous holistic assessment across cognitive, affective, and psychomotor domains.
(C) Eliminating internal teacher assessment completely in favor of external board evaluation.
(D) Evaluating student performance solely through end-of-year annual summative tests.

55. Consider the following four structural stages of Test Construction:
I. Planning the test and preparing the blueprint
II. Preparing the preliminary draft (item writing)
III. Item analysis and refining the final form
IV. Try-out/Pre-testing on a representative sample
What is the correct chronological sequence of these stages in test construction?
(A) I → II → IV → III
(B) II → I → III → IV
(C) I → IV → II → III
(D) IV → I → II → III

56. The Holistic Progress Card (HPC) recommended by NEP 2020 differs fundamentally from traditional report cards because it incorporates:
(A) Exclusively recording quantitative percentage marks and numerical grades in academic scholastic subjects.
(B) A 360-degree assessment blending self, peer, and teacher evaluations across all domains.
(C) Assigning traditional Pass/Fail labels to categorize and publicly order students based on competitive class ranks.
(D) Performance ratings and evaluative comments provided exclusively by external government inspection officers.

57. Which metric of central tendency represents the score value that divides an ordered distribution into two exactly equal halves such that 50% of scores fall above it and 50% fall below it?
(A) Arithmetic Mean
(B) Median
(C) Mode
(D) Geometric Mean

58. Calculate the Arithmetic Mean of the following set of student test marks: 12, 15, 18, 22, 23, 30.
(A) 18
(B) 20
(C) 21
(D) 22

59. What is the Median score for the following set of student marks: 14, 18, 11, 25, 19, 30, 22?
(A) 18
(B) 19
(C) 21
(D) 22

60. A school Principal analyzes the distribution of scores from a diagnostic math assessment and notes that the distribution contains extreme outliers (a few exceptionally high scores due to transferred gifted students). Which measure of central tendency is most appropriate and robust against these extreme values?
(A) Arithmetic Mean
(B) Median
(C) Mode
(D) Mid-range

61. Find the Mode for the given set of student scores: 45, 52, 45, 60, 72, 45, 52, 80, 60, 45.
(A) 45
(B) 52
(C) 60
(D) 55.6

62. In a continuous frequency distribution, if the Mean of a distribution is calculated as 50 and the Median is calculated as 48, what is the estimated Mode using the empirical relationship between measures of central tendency?
(A) 44
(B) 46
(C) 52
(D) 54

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(D) Objective multiple choice test items balanced with subjective essay type questions.

45. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Preparing a blueprint before drafting question papers is essential for maintaining content validity and balanced curriculum coverage.
Reason (R): A blueprint allocates weightage to different instructional objectives, units, and question formats in proportion to their educational importance.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. In item analysis of a multiple-choice question, the Difficulty Index (p-value) of an item is calculated as 0.92. How should this item be interpreted by the test constructor?
(A) The item is exceptionally difficult for most examinees and ought to be discarded.
(B) The item is very easy and exhibits poor power to discriminate among students.
(C) The item possesses the ideal balanced difficulty level required for norm-referenced tests.
(D) The item demonstrates a statistically significant negative discrimination index value.

47. In item analysis, an item Discrimination Index (d) value of $+0.45$ indicates that the test item:
(A) Has poor power to differentiate between high and low achievers
(B) Was answered correctly by more students in the lower-scoring group than the higher-scoring group
(C) Has excellent discrimination power between high and low achievers
(D) Contains a defective distractor that must be revised

48. If an item in a diagnostic test has a Discrimination Index (d) of -0.25, what immediate operational action should the test developer take?
(A) Retain the item without any modifications because negative discrimination is highly desirable.
(B) Increase the total numerical weightage and marks assigned directly to this question.
(C) Reject or revise the item because high achievers failed it more than low achievers.
(D) Convert the multiple-choice item directly into an open-ended essay-type question.

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49. Which method of estimating test reliability involves administering the same test twice to the same group of students after a specific time interval?
(A) Split-Half Method
(B) Test-Retest Method
(C) Kuder-Richardson (KR-20) Method
(D) Parallel-Forms Method

50. Consider the following methods used for estimating reliability of a psychological or educational test:
I. Alternate/Parallel Forms Method
II. Split-Half Method (using Spearman-Brown formula)
III. Cronbach's Alpha Method
Which of the statements regarding these methods are correct?
(A) I and II only measure temporal stability over long time intervals.
(B) II and III assess internal consistency of test items from a single administration.
(C) Cronbach's Alpha can only be applied to dichotomously scored items (0 or 1).
(D) Parallel forms method does not require creating two equivalent forms of the test.

51. The validity that evaluates how well a test score predicts performance on a future criterion measure (e.g., entrance test score predicting future academic GPA) is termed:
(A) Concurrent Validity
(B) Predictive Validity
(C) Content Validity
(D) Face Validity

52. Construct validity of an assessment instrument is best established through which of the following approaches?
(A) Systematically comparing test items against the officially prescribed textbook syllabus.
(B) Subjecting test items to casual visual inspection by non-expert classroom observers.
(C) Correlating scores with established measures

73. Karl Pearson's coefficient of correlation (r) between two variables ranges strictly between:
(A) 0 and $+1.00$
(B) -1.00 and $+1.00$
(C) -0.50 and $+0.50$
(D) $-\infty$ and $+\infty$

74. If a correlation coefficient between study hours and exam performance is calculated as $r = +0.88$, this value signifies:
(A) A strong positive linear relationship between the two variables.
(B) A weak positive linear correlation between study duration and test results.
(C) A statistically significant negative inverse relationship between the variables.
(D) An absolute absence of any linear relationship between the two variables.

75. Consider the following statistical measures used in educational data analysis:
I. Histogram
II. Ogive
III. Frequency Polygon
IV. Box Plot
Which of the above are graphical representations specifically used to display cumulative frequency distributions?
(A) I only
(B) II only
(C) I and III only
(D) II and IV only

76. What graphical technique represents continuous class intervals on the horizontal axis (x-axis) and class frequencies as adjacent vertical rectangles without gaps between them?
(A) Bar Diagram
(B) Histogram
(C) Pie Chart
(D) Line Graph

77. A Pie Chart is best suited for illustrating which type of educational data?
(A) Tracking and displaying continuous score distributions over extended time periods.
(B) Measuring and illustrating linear correlation between two continuous variables.
(C) Proportional percentage distribution of a categorical total dataset.
(D) Plotting cumulative frequency trends of overall student examination pass percentages.

78. In a Normal Probability Curve (NPC), what percentage of total cases lies approximately within the range of $\mu \pm 1\sigma$ (one standard deviation above and below the mean)?
(A) 50.0%
(B) 68.26%
(C) 95.44%
(D) 99.73%

79. In a symmetrical Normal Probability Curve (NPC), what is the relationship among Mean, Median, and Mode?
(A) Mean > Median > Mode
(B) Mean < Median < Mode
(C) Mean = Median = Mode
(D) Mean = 2 $\times$ Median - Mode

80. During an annual review, a Principal analyzes the score distribution of a standardized test administered across all sections of Class 9. The distribution displays a long tail extending toward the higher scores (right side) and a cluster of scores on the lower side. What type of skewness is present, and what does it imply about the test?
(A) Negatively skewed; the test was exceptionally easy for most students.
(B) Positively skewed; the test was difficult for most students.
(C) Symmetrical; the test items exhibited a balanced difficulty spread.
(D) Leptokurtic; the test items possessed completely uniform difficulty.

81. In a negatively skewed distribution of test marks, which of the following inequalities correctly expresses the positional relationship between Mean, Median, and Mode?
(A) Mean < Median < Mode
(B) Mode < Median < Mean
(C) Median < Mean < Mode
(D) Mean = Mode > Median

82. Kurtosis in educational measurement refers to:
(A) The extent of systemic asymmetry or lack of symmetry present in a distribution.
(B) The relative peakedness or flatness of a frequency distribution curve.
(C) The degree of direct linear relationship observed between two continuous variables.
(D) The mathematical ratio of true score variance relative to total observed score variance.

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three erstwhile Centrally Sponsored Schemes were subsumed into Samagra Shiksha?
(A) SSA, RMSA, and Teacher Education (TE)
(B) SSA, Mid-Day Meal Scheme, and RUSA
(C) RMSA, DPEP, and Operation Blackboard Scheme
(D) SSA, PM-POSHAN Scheme, and NIPUN Bharat

27. Under National Curriculum Framework 2005 (NCF 2005), which of the following is NOT one of the five guiding principles for curriculum development?
(A) Connecting knowledge to life outside the school
(B) Standardizing all evaluation exclusively through external annual examinations
(C) Ensuring that learning shifts away from rote methods
(D) Nurturing an overriding identity informed by caring concerns within the democratic polity of the country

28. The National Curriculum Framework for Foundational Stage (NCFFS) 2022, developed by NCERT based on NEP 2020, covers children of which age group?
(A) Ages 0 to 3 years
(B) Ages 3 to 8 years
(C) Ages 6 to 11 years
(D) Ages 5 to 10 years

29. The National Curriculum Framework for School Education (NCF-SE) 2023 structures the school curriculum into four stages. Which stage emphasizes multidisciplinary study, critical thinking, choice of subjects, and semester system options?
(A) Foundational Stage
(B) Preparatory Stage
(C) Middle Stage
(D) Secondary Stage

30. Consider the following key goals under the NIPUN Bharat Mission (National Initiative for Proficiency in Reading with Understanding and Numeracy):
I. Achieving universal Foundational Literacy and Numeracy (FLN) in primary grades by 2026–27.
II. Ensuring every child achieves desired learning competencies in reading, writing, and numeracy by the end of Grade 3.
III. Mandating secondary education completion for all rural students by 2025.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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31. Under NIPUN Bharat target guidelines (Lakshya), a child completing Grade 3 should be able to read an age-appropriate unseen text with comprehension at a minimum speed of:
(A) 15–20 words per minute
(B) 30–35 words per minute
(C) 60 words per minute
(D) 90 words per minute

32. National Achievement Survey (NAS) is a system-level evaluation conducted periodically in India to assess health of the education system. Which agency designs the framework and test items for NAS?
(A) NITI Aayog
(B) CBSE
(C) NCERT
(D) National Assessment and Accreditation Council (NAAC)

33. In educational assessment, when a test measures what it claims or purports to measure, it is said to possess high:
(A) Reliability
(B) Validity
(C) Objectivity
(D) Usability

34. If a test yields consistent and stable results across repeated administrations under identical conditions, the test exhibits high:
(A) Construct validity
(B) Face validity
(C) Reliability
(D) Practicality

35. Consider the following tools and techniques used in school evaluation:
I. Rubrics
II. Anecdotal Records
III. Checklists
IV. Cumulative Record Cards
Which of the above are standard tools/techniques used for qualitative formative assessment of student progress?
(A) I and II only
(B) III and IV only

92. The National Policy on Education 1968 was formulated based on the recommendations of which historic commission?
(A) Kothari Commission (1964–66)
(B) Radhakrishnan Commission (1948–49)
(C) Mudaliar Commission (1952–53)
(D) National Knowledge Commission (2005)

93. What major structural innovation was recommended by NPE 1986 to provide quality education to talented children, predominantly from rural areas, without regard to their family's socio-economic background?
(A) Kasturba Gandhi Balika Vidyalayas
(B) Jawahar Navodaya Vidyalayas
(C) Sainik Schools
(D) Eklavya Model Residential Schools

94. The concept of 'Minimum Levels of Learning' (MLL) introduced following NPE 1986 aimed primarily at:
(A) Establishing upper limits on maximum marks achievable by candidates in board examinations.
(B) Defining essential learning outcomes every child should achieve in elementary school.
(C) Setting mandatory minimum infrastructure and facility standards for unaided private schools.
(D) Fixing baseline standardized salary scales and remuneration for primary school teachers.

95. Consider the following initiatives proposed by NEP 2020 for restructuring teacher education:
I. Transitioning teacher preparation into 4-year integrated B.Ed. degrees by 2030.
II. Establishing National Professional Standards for Teachers (NPST).
III. Continuous Professional Development (CPD) of at least 50 hours per year for teachers and principals.
IV. Phase-out of all B.Ed. programmes by 2025 in favor of distance learning certificates.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

96. Under NEP 2020, what is the target Gross Enrolment Ratio (GER) in higher education (including vocational education) to be achieved by 2035?
(A) 30 percent
(B) 50 percent
(C) 75 percent
(D) 100 percent

97. What is the key objective of the PM-SHRI (PM Schools for Rising India) scheme aligned with NEP 2020?
(A) Converting all government primary school classrooms into state-of-the-art computer technology laboratories.
(B) Developing exemplar schools to showcase NEP 2020 and offer high-quality learning environments.
(C) Providing free digital learning tablets to all enrolled secondary and senior secondary high school students.
(D) Replacing regional and local languages with English as the mandatory medium of instruction nationwide.

98. Under Section 12(1)(c) of the RTE Act, 2009, private unaided schools receive reimbursement for educating children from weaker sections based on which calculation?
(A) Full actual tuition fee charged directly by the private unaided school management.
(B) Per-child cost incurred by the State or actual fee charged, whichever is less.
(C) A fixed central government financial grant allowance of Rs. 500 per child monthly.
(D) The specific reimbursement amount decided annually by the School Management Committee.

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99. Under Section 22 of the RTE Act, 2009, the School Management Committee (SMC) is required to prepare which key statutory document?
(A) Annual Performance Appraisal Report of Teachers
(B) School Development Plan (SDP)
(C) District Education Budget
(D) School Infrastructure Audit Report

100. A primary school has a total enrollment of 135 students in Classes 1 to 5. Under the normative standards laid down in the Schedule of the RTE Act, 2009, what is the minimum number of primary teachers required?
(A) 3 teachers
(B) 4 teachers
(C) 5 teachers
(D) 5 teachers plus 1 Head Teacher

101. Under Section 24 of the RTE Act, 2009, which of the following is specified as a statutory duty of a school teacher?
(A) Maintaining regularity and punctuality in attending school
(B) Conducting private coaching or tuition classes outside school hours
(C) Preparing and publishing district level national curriculum framework
(D) Collecting school building maintenance funds directly from local community

102. Which Section of the RTE Act, 2009 lays down that the curriculum and evaluation procedure for elementary education shall be laid down by an academic authority specified by the appropriate Government?
(A) Section 12
(B) Section 21
(C) Section 29
(D) Section 35

103. Under the provisions of the RTE Act, 2009, who is the designated statutory National Academic Authority for developing curriculum framework at the national level?
(A) CBSE
(B) NCERT
(C) NIEPA
(D) NCTE

104. What is the prescribed statutory timeline under Section 15 of the RTE Act, 2009 regarding child admission?
(A) Admitting children at academic year start or extended period, with no denial if admitted later.
(B) Closing all school admissions strictly fifteen days after the official start of the academic year.
(C) Permitting fresh admissions exclusively during the month of April at the beginning of the term.
(D) Mandating that any admission granted after July 31 requires explicit approval from the High Court.

105. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The National Assessment Centre, PARAKH, aims to remove disparities in evaluation standards across different school boards in India.
Reason (R): PARAKH sets uniform guidelines, assessment standards, and skill-based evaluation frameworks for student assessment across all recognized boards.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. In the context of NIPUN Bharat, what are the four structural functional levels of 'Lakshya' (learning targets) established for foundational literacy and numeracy?
(A) Balvatika, Grade 1, Grade 2, and Grade 3
(B) Nursery, LKG, UKG, and Grade 1
(C) Grade 1, Grade 2, Grade 3, and Grade 4
(D) Pre-primary 1, Pre-primary 2, Grade 1, and Grade 2

107. What is the main pedagogical shift advocated by NCF-SE 2023 for the Secondary Stage (Classes 9 to 12)?
(A) Strict and rigid stream separation between Science, Arts, and Commerce streams.
(B) Multidisciplinary choices across subjects without rigid stream boundaries.
(C) Exclusive reliance on rote memorization techniques for competitive entrance tests.
(D) Complete elimination of all continuous formative assessment mechanisms in school.

108. The concept of 'Panchakosha Vikas' (five-fold human development) integrated into the National Curriculum Framework for Foundational Stage (NCFFS 2022) originates from ancient Indian literature. Which of the following is NOT one of the five Koshas?
(A) Annamaya Kosha (Physical Development)
(B) Pranamaya Kosha (Vital Energy/Life Force)
(C) Manomaya Kosha (Mental/Emotional Development)
(D) Arthamaya Kosha (Financial Competency)

109. What is the primary function of DIET (District Institute of Education and Training) established pursuant to NPE 1986 recommendations?
(A) Conducting and certifying Class 10 and Class 12 national and state Board Examinations.
(B) Providing academic support and continuous teacher training at the district level.

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(C) Managing statutory financial disbursements for higher education degree institutions.
(D) Inspecting and granting regulatory approvals to private engineering degree colleges.

110. Consider the following statements regarding 'Formative Assessment':
I. It is conducted during the instructional process to provide diagnostic feedback.
II. It is primarily used to assign final letter grades and pass/fail decisions.
III. It enables teachers to modify instructional strategies to address student learning gaps.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

111. A diagnostic test differs from an achievement test primarily in terms of its:
(A) Administrative length and total duration of the testing period required in the classroom.
(B) Purpose, which focuses on identifying specific learning gaps and conceptual weaknesses.
(C) Scoring scheme design, which utilizes non-numerical descriptive grades rather than marks.
(D) Widespread use of extended essay questions instead of structured multiple-choice items.

112. Which type of evaluation is conducted before starting an instructional course to determine whether students possess the necessary prerequisite skills and entry behaviors?
(A) Placement Assessment
(B) Summative Assessment
(C) Diagnostic Assessment
(D) Continuous Evaluation

113. In the context of educational testing, 'Face Validity' refers to:
(A) The empirical statistical correlation of a test score with an external criterion measure.
(B) The superficial appearance that a test seems to measure what it purports to measure.
(C) The extent to which test items comprehensively sample the intended construct domain.
(D) The mathematical stability and consistency of individual test scores across time.

114. Split-Half method of estimating test reliability measures which dimension of test reliability?
(A) Temporal score stability over time
(B) Inter-scorer and rater consistency
(C) Internal consistency among items
(D) Equivalent parallel forms reliability

MCQGPT

115. Consider the following statements regarding 'Competency-Based Assessment':
I. It evaluates student performance against specific, observable learning outcomes and real-world application of skills.
II. It prioritizes practical demonstration of mastery over simple rote recall of facts.
III. It strictly enforces time-bound bell-curve grading among class peers.
IV. It provides actionable feedback to help students achieve proficiency.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

116. In test item writing, a stem that contains double negatives or ambiguous phrasing violates which standard principle of test construction?
(A) Objective measurement principle
(B) Clarity and unidimensionality principle
(C) Difficulty index constraint principle
(D) Standard scoring key adherence principle

117. An item analysis of a test question reveals that 20 out of 100 students in the upper group answered the item correctly, while 20 out of 100 students in the lower group answered it correctly. What is the Discrimination Index (d) of this item?
(A) $+1.00$
(B) 0.00
(C) -0.50
(D) $+0.40$

118. Calculate the Difficulty Index (p) of an item answered correctly by 60 students out of a total class sample of 100 students.
(A) 0.40
(B) 0.60
(C) 6.00
(D) 0.30

119. Which statistical coefficient measures the direction and magnitude of the linear relationship between two continuous interval/ratio variables?
(A) Spearman Rank-Order Correlation (Rho)
(B) Pearson Product-Moment Correlation (r)
(C) Phi Coefficient for Dichotomous Variables

(C) Making every child completely free of fear, emotional trauma, and anxiety.
(D) Mandating quarterly paper-pencil exams to rank students.

140. A Principal of a Directorate of Education school in Delhi receives a letter from a local body official demanding that school teachers be deployed during instructional hours to collect ward-level tax collection data. What is the correct legal position for the Principal under Section 27 of the RTE Act, 2009?
(A) Comply immediately with the order because municipal local body directives are mandatory for all public schools.
(B) Refuse the request, as Section 27 prohibits non-educational duties outside census, relief, and elections.
(C) Allow teachers to participate in tax data collection strictly during after-school hours and weekends.
(D) Forward the administrative request to the School Management Committee for final decision by majority vote.

141. The NIPUN Bharat Mission was launched under the aegis of which overarching scheme of the Ministry of Education?
(A) PM-POSHAN
(B) Samagra Shiksha
(C) RUSA
(D) STARS Project

142. Under NCF-SE 2023, what is the proposed framework for board examinations in the Secondary Stage?
(A) Rigid academic stream separation between Science, Arts, and Commerce.
(B) Modular board examinations offered twice a year to reduce stress.
(C) On-demand online multiple choice tests with no subjective essay questions.
(D) Complete elimination of all external board assessments across secondary schools.

143. Which type of evaluation tool consists of a detailed written narrative describing a specific significant incident or behavior exhibited by a student in a natural school setting?
(A) Rating Scale
(B) Anecdotal Record
(C) Checklist
(D) Sociogram

144. In measurement theory, nominal scale data allows which of the following mathematical operations?
(A) Performing mathematical operations like addition and subtraction on raw data scores.
(B) Performing advanced operations like multiplication and division across ratio variables.
(C) Categorization into mutually exclusive classes and counting frequencies.
(D) Computing complex parametric statistics such as arithmetic mean and standard deviation.

145. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): High reliability of a test instrument is a necessary condition for high validity, but it is not a sufficient condition.
Reason (R): A test may produce highly consistent scores across time (reliable), yet consistently measure the wrong construct (invalid).
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. Which property of measurement scales distinguishes an Interval Scale from an Ordinal Scale?
(A) Basic identity and qualitative categorical classification.
(B) Ordered ranking and relative magnitude of measurement values.
(C) Equal numerical distance between scale points.
(D) Presence of a true, non-arbitrary absolute zero reference point.

147. A Ratio Scale differs from an Interval Scale because a Ratio Scale possesses:
(A) Equal numerical intervals between adjacent measurement units only.
(B) An arbitrary zero point established by subjective measurement scales.
(C) An absolute, non-arbitrary true zero point.
(D) Basic ordinal ranking features without interval equality properties.

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tendency
II. Variance – Square of the standard deviation
III. Range – Difference between upper quartile and lower quartile

Which of the pairs given above are correctly matched?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

131. Article 51A(k) was added to the Constitution of India by which Constitutional Amendment Act?
(A) 42nd Amendment Act
(B) 44th Amendment Act
(C) 86th Amendment Act
(D) 92nd Amendment Act

132. The University Grants Commission (UGC) was established as a statutory body by an Act of Parliament in which year?
(A) 1948
(B) 1952
(C) 1956
(D) 1964

133. Which committee appointed by the Government of India in 1961 addressed the issue of emotional integration and national unity through school education?
(A) Sampurnanand Committee
(B) Sri Prakasa Committee
(C) Adiseshiah Committee
(D) Kothari Commission

134. Operation Blackboard, launched under NPE 1986, mandated minimum physical facilities for primary schools. Which of the following was NOT part of these mandatory provisions?
(A) Provision of at least two reasonably large all-weather usable classroom rooms.
(B) High-speed broadband internet and smart digital boards in all primary rooms.
(C) Deployment of at least two qualified teachers, one of whom should be a woman.
(D) Essential teaching-learning material including maps, charts, and blackboards.

135. Consider the following features of the structural pattern of school education in NEP 2020:
I. Foundational Stage: 5 years (Ages 3–8)
II. Preparatory Stage: 3 years (Ages 8–11)
III. Middle Stage: 3 years (Ages 11–14)
IV. Secondary Stage: 4 years (Ages 14–18)

Which of the statements given above are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I and IV only
(D) I, II, III and IV

136. Under NEP 2020, what is the role of the Academic Bank of Credits (ABC) established in higher education?
(A) Digitally storing academic credits to facilitate multiple entry and exit options.
(B) Granting direct monetary scholarships and financial aid to low-income students.
(C) Regulating statutory fee structures and financial norms of autonomous colleges.
(D) Conducting centralized entrance examinations for recruiting university faculties.

137. Which section of the RTE Act, 2009 grants protection to children against being subjected to holding back (detention) in any class before completion of elementary education prior to the 2019 amendment?
(A) Section 12
(B) Section 16
(C) Section 17
(D) Section 21

138. Under the RTE Act, 2009, what is the statutory requirement regarding teacher posting distance/location to prevent imbalance in teacher deployment?
(A) Prohibiting non-educational deployment except for decennial census, disaster relief, and elections.
(B) Mandating that public teachers must be transferred regularly every two years across administrative districts.
(C) Allowing teachers to be assigned to official election duties for up to six months per academic year.
(D) Exempting all school teachers completely from participating in government decennial census activities.

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139. Section 29 of the RTE Act, 2009 specifies principles for curriculum and evaluation. Which of the following is NOT explicitly mentioned in Section 29?
(A) Ensuring strict conformity with constitutional values and national principles.
(B) Promoting continuous and all-round physical and mental child development.

176. Which of the following is an accurate definition of 'Measurement'?
(A) The qualitative assessment of student behavior across informal school settings.
(B) Assigning numerical values to traits according to specified rules.
(C) The formal decision-making process regarding student administrative promotions.
(D) The continuous systemic monitoring and evaluation of classroom teacher performance.

177. An objective test item is characterized by:
(A) Heavy inclusion of open-ended long essay options and descriptive response prompts.
(B) Eliminating scorer bias through a single predetermined correct answer.
(C) High reliance on the evaluator's personal subjective judgment and individual marking.
(D) Inherent difficulty in administration and scoring across large student testing groups.

178. Content validity of a test is best established by:
(A) Correlating test scores directly with an external job performance metric.
(B) Systematic analysis of curriculum objectives by subject experts.
(C) Computing the internal consistency reliability coefficient across test items.
(D) Performing statistical factor analysis across all underlying test dimensions.

179. A school Principal wants to evaluate whether a new reading intervention program improved students' reading speed over a 6-month period. She compares baseline scores with post-intervention scores for the same student cohort. This assessment approach is:
(A) Norm-referenced assessment
(B) Ipsative / Growth-based assessment
(C) Diagnostic entry assessment
(D) Standardized ranking assessment

180. A teacher develops a test where students are asked to solve real-world tasks, such as creating a budget spreadsheet or designing a science experiment model. This form of assessment is termed:
(A) Traditional paper-pencil summative test
(B) Performance-based / Authentic Assessment
(C) Norm-referenced standardized group test
(D) Rote recall and memorization evaluation

181. In an item analysis, an item has a Difficulty Index (p) of 0.10. This indicates that:
(A) Ninety percent of all test takers answered the item correctly.
(B) Only 10% answered correctly, making the item very difficult.
(C) The item possesses perfect statistical discrimination power.
(D) The item should be retained as an easy introductory warm-up question.

182. What is the value of the Mode for an un-grouped set of numbers: 5, 8, 12, 15, 12, 18, 12, 20, 8?
(A) 8
(B) 12
(C) 15
(D) 12.2

183. Compute the arithmetic mean for the scores: 10, 20, 30, 40, 50.
(A) 25
(B) 30
(C) 35
(D) 40

184. If every raw score in a distribution is increased by adding a constant scalar value $K = 5$, how does this affect the Arithmetic Mean and Standard Deviation?
(A) Mean increases by 5; Standard Deviation also increases by 5.
(B) Mean increases by 5; Standard Deviation is unchanged.
(C) Mean remains unchanged; Standard Deviation increases by 5.
(D) Both the Mean and Standard Deviation remain completely unchanged.

185. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Standard deviation is unaffected by adding a constant number to every score in a distribution.
Reason (R): Adding a constant to every score shifts the mean by the same constant, leaving the relative distances (deviations) between individual scores and the mean unchanged.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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148. In test item analysis, distractor efficiency analysis evaluates whether:
(A) Distractors attract examinees who lack knowledge, especially in the lower group.
(B) The correct option was chosen by one hundred percent of examinees in both performance groups.
(C) Distractors are designed to be noticeably longer in overall character length than the key.
(D) All plausible distractor options possess identical item difficulty and discrimination indices.

149. Calculate the Discrimination Index (d) of an item where 24 students out of 30 in the upper group (R_U) and 10 students out of 30 in the lower group (R_L) answered correctly.
(Formula: $d = \frac{R_U - R_L}{n}$)
(A) $+0.47$
(B) $+0.24$
(C) $+0.80$
(D) -0.47

150. Consider the following statements regarding 'Standard Errors of Measurement' (SEM):
I. SEM estimates the amount of error or variability in an individual's observed test score relative to their true score.
II. SEM is inversely related to the reliability coefficient of the test.
III. Higher test reliability results in a larger Standard Error of Measurement.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

151. Which formula is specifically used to estimate internal consistency reliability when test items are scored dichotomously (0 or 1) and have varying difficulty levels?
(A) Spearman-Brown Formula
(B) Kuder-Richardson Formula 20 (KR-20)
(C) Pearson Product-Moment Formula
(D) Cronbach's Alpha (for continuous scales)

152. In a school assessment, a teacher observes that student scores on a test are strongly affected by personal bias and subjective interpretation during marking. This problem directly compromises the test's:
(A) Validity
(B) Objectivity
(C) Norms
(D) Practicality

153. What is the fundamental purpose of developing percentile norms for a standardized educational test?
(A) Calculating the exact overall percentage of curriculum syllabus content covered.
(B) Transforming raw scores into relative measures against a reference population.
(C) Determining definitively whether an individual student passes or fails a course.
(D) Completely eliminating standard deviation metrics from statistical data analysis.

154. In educational research, continuous variables such as height, weight, and test scores are measured on which measurement scales?
(A) Nominal or Ordinal scales
(B) Ordinal or Ratio scales
(C) Interval or Ratio scales
(D) Nominal or Interval scales

155. Consider the following standard statistical properties of the Normal Probability Curve (NPC):
I. The curve is bell-shaped and perfectly symmetrical about the vertical axis passing through the mean.
II. Total area under the normal curve is equal to 1.00 (or 100%).
III. The curve is asymptotic to the baseline, extending indefinitely in both directions without touching the horizontal axis.
IV. The mean, median, and mode coincide at three distinct numerical points on the x -axis.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

156. If a score distribution has a Mean of 65 and a Median of 70, the distribution is characterized by:
(A) Positive Skewness
(B) Negative Skewness
(C) Zero Skewness / Symmetry
(D) High Leptokurtosis

157. Platykurtic distribution refers to a frequency distribution curve that is:

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(D) Point-Biserial Correlation Coefficient

120. A school Principal notices that student attendance in senior classes is highly negatively correlated ($r = -0.75$) with school dropout rates. What does this negative correlation signify?
(A) As school attendance increases, the dropout rate decreases.
(B) As school attendance increases, the dropout rate also increases.
(C) Attendance has no operational effect on dropout rates.
(D) The correlation calculation is statistically invalid.

121. What is the value of Median for the following frequency distribution of student marks?
Class Interval: 0-10 (f=3), 10-20 (f=7), 20-30 (f=10), 30-40 (f=6), 40-50 (f=4).
(Total $N = 30$)
(A) 22.5
(B) 25.0
(C) 23.0
(D) 27.5

122. Which measure of variability is calculated as the square root of the arithmetic mean of squared deviations from the mean?
(A) Range
(B) Quartile Deviation
(C) Standard Deviation
(D) Mean Deviation

123. In a standardized test with a Mean (μ) of 100 and Standard Deviation (σ) of 15, a student scores 115. What is the student's corresponding Z-score?
(A) $+1.0$
(B) -1.0
(C) $+15.0$
(D) $+0.5$

124. What is the value of a T-score corresponding to a Z-score of -1.5?
(A) 35
(B) 40
(C) 25
(D) 65

125. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): In a strongly negatively skewed score distribution, the Mean is lower in value than the Median.
Reason (R): The Mean is disproportionately pulled toward the lower tail by a small number of extremely low test scores.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Which type of bar chart displays two or more sets of data simultaneously side-by-side for easy comparative analysis across categories (e.g., comparing boys' vs girls' enrolment across grades)?
(A) Simple Single-Variable Bar Chart
(B) Grouped Bar Chart
(C) Component Subdivided Bar Chart
(D) Percentage Subdivided Bar Chart

127. An Ogive curve is constructed by plotting:
(A) Class mark midpoints plotted directly against class frequency.
(B) Upper class boundaries against cumulative frequencies.
(C) Interval midpoints plotted against raw score deviations.
(D) Sample arithmetic means plotted against standard errors.

128. What percentage of total observations under a normal curve fall within the range of $\mu \pm 2\sigma$ (two standard deviations from the mean)?
(A) 68.26%
(B) 95.44%
(C) 99.73%
(D) 50.00%

129. If a distribution is leptokurtic, its peak is:
(A) Significantly flatter on top than a normal distribution.
(B) More peaked and slender than a normal distribution.
(C) Perfectly symmetrical with a zero standard deviation.
(D) Completely identical to a standard mesokurtic distribution.

130. Consider the following statistical terms and their definitions:
I. Mean Deviation – Average of absolute deviations from a measure of central

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laborers.

167. Which Article of the Constitution provides that every religious denomination has the right to establish and maintain institutions for religious and charitable purposes?
(A) Article 21
(B) Article 26
(C) Article 28
(D) Article 30

168. The Radhakrishnan Commission (1948–49) recommended that the medium of instruction in higher education institutions should be:
(A) English language exclusively across all higher education undergraduate degree programs.
(B) Regional language or mother tongue, with options for federal language and English.
(C) Hindi language exclusively across all state and central public university faculties.
(D) Sanskrit language exclusively for preserving traditional heritage and wisdom.

169. What structural pattern of education was recommended by the Mudaliar Commission (1952–53)?
(A) 10 years of general school plus 2 years of higher secondary plus 3 years of college degree.
(B) 8 years of Primary/Middle plus 4 years of Higher Secondary school.
(C) 5 years foundational plus 3 years preparatory plus 3 middle plus 4 secondary stage years.
(D) 8 years of primary school plus 2 years lower secondary plus 2 years higher secondary.

170. Consider the following statements regarding NPE 1986 recommendations on equity in education:
I. Priority attention to education of Scheduled Castes and Scheduled Tribes.
II. Emphasis on women's education and empowerment as a basic agent of social change.
III. Total privatization of all primary schools across India.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

171. NEP 2020 replaces the 10+2 structure. What age range does the entire 5+3+3+4 structure cover?
(A) Ages 6 to 18 years
(B) Ages 3 to 18 years
(C) Ages 5 to 16 years
(D) Ages 3 to 16 years

172. In NEP 2020, what is the key mandate regarding medium of instruction up to Grade 5 (and preferably till Grade 8 and beyond)?
(A) English language mandatory in all government and private schools.
(B) Home language, mother tongue, or local regional language.
(C) Hindi language mandatory as medium of instruction nationwide.
(D) Sanskrit language mandatory as primary instructional medium.

173. What is the statutory age group covered under the RTE Act, 2009 for children with benchmark disabilities under the Rights of Persons with Disabilities (RPwD) Act, 2016?
(A) 6 to 14 years
(B) 6 to 18 years
(C) 3 to 18 years
(D) 5 to 15 years

174. As per Section 7 of the RTE Act, 2009, financial resources for carrying out the provisions of the Act are shared between:
(A) Central Government and State Governments
(B) State Governments and Local Municipal Authorities
(C) Central Government and Voluntary Private Donors
(D) School Management Committees and Student Parents

175. Consider the following statements regarding the School Management Committee (SMC) under RTE Act, 2009:
I. At least 50% of the members of SMC shall be women.
II. Elected representatives of local authority shall be included in SMC.
III. SMC is responsible for monitoring the working of the school and preparing the School Development Plan.
IV. SMC members receive a fixed monthly salary from the State Treasury.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

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(A) Significantly more peaked than the standard normal curve.
(B) Relatively flat-topped compared to a normal curve.
(C) Strongly positively skewed with a long tail to the right.
(D) Completely bimodal and symmetrical across both distribution halves.

158. Calculate the Range for the following set of student examination marks: 34, 88, 45, 92, 56, 29, 71.
(A) 59
(B) 63
(C) 64
(D) 58

159. The semi-interquartile range is another standard term for:
(A) Standard Deviation
(B) Quartile Deviation
(C) Mean Deviation
(D) Variance

160. A Principal conducts a comparative analysis of student achievements in Science across three school branches. Branch X has a Mean of 60 and SD of 5; Branch Y has a Mean of 60 and SD of 12; Branch Z has a Mean of 60 and SD of 8. Which branch demonstrates the highest uniformity (least variability) in student performance?
(A) Branch X
(B) Branch Y
(C) Branch Z
(D) All three branches have identical uniformity

161. Pearson's coefficient of correlation is computed as:
(A) $r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$
(B) $r = \frac{\sum x \sum y}{N}$
(C) $r = 1 - \frac{6\sum D^2}{N(N^2-1)}$
(D) $r = \frac{\sigma_x}{\sigma_y}$

162. What is Spearman's rank correlation formula (r_s or ρ)?
(A) $\rho = 1 - \frac{6\sum D^2}{N(N^2-1)}$
(B) $\rho = 1 + \frac{6\sum D^2}{N(N^2-1)}$
(C) $\rho = \frac{\sum D^2}{N}$
(D) $\rho = \frac{N(N^2-1)}{6\sum D}$

163. If two variables X and Y have a correlation coefficient $r = 0.00$, this implies that:
(A) There is a perfect linear relationship between X and Y.
(B) There is no linear relationship between X and Y.
(C) X causes Y.
(D) Y decreases as X increases.

164. In a cumulative frequency graph (Ogive), the point of intersection between the 'less-than' ogive and 'more-than' ogive corresponds on the horizontal axis (x-axis) to the value of the:
(A) Mean
(B) Median
(C) Mode
(D) Standard Deviation

165. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): CCE aims to evaluate both scholastic and co-scholastic aspects of a student's growth continuously throughout the academic year.
Reason (R): Co-scholastic areas including life skills, attitudes, values, and co-curricular activities are integral to total personality development.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. Under Article 21A, the term 'compulsory education' imposes an obligation on:
(A) Parents to mandatorily pay basic school tuition fees for their children's enrollment.
(B) Governments to ensure admission, attendance, and elementary completion for ages 6–14.
(C) Non-governmental organizations to construct and maintain residential school facilities.
(D) Employers to strictly mandate full-time school attendance for all young child

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186. If every score in a distribution is multiplied by a constant factor $K = 2$, the Standard Deviation of the new distribution will be:
(A) Equal to the original standard deviation
(B) Twice the original standard deviation
(C) Four times the original standard deviation
(D) Reduced by half

187. What is the mean of a Standard Normal Distribution (Z-distribution)?
(A) 0
(B) 1
(C) 50
(D) 100

188. What is the Standard Deviation of a Standard Normal Distribution (Z-distribution)?
(A) 0
(B) 1
(C) 10
(D) 15

189. A student scores 75 marks in a test where the Class Mean is 60 and Standard Deviation is 15. What is the student's Z-score?
(A) $+1.0$
(B) -1.0
(C) $+2.0$
(D) 0.0

190. Consider the following statements regarding statistical measures:
I. Variance is the square of standard deviation.
II. Range is sensitive to extreme values.
III. Interquartile Range contains the central 50% of distribution scores.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

191. If a distribution of test marks has a Mean of 50, Median of 50, and Mode of 50, and skewness is zero, the shape of the curve is:
(A) Positively Skewed Distribution
(B) Negatively Skewed Distribution
(C) Symmetrical / Normal
(D) Bimodal Distribution Curve

192. Which statistical term describes a distribution curve that is highly peaked with narrow spread and thick tails?
(A) Leptokurtic
(B) Mesokurtic
(C) Platykurtic
(D) Rectangular

193. Karl Pearson's coefficient of correlation is appropriate for data measured on which scales?
(A) Nominal scale only
(B) Ordinal scale only
(C) Interval or Ratio scale
(D) Dichotomous categorical scale only

194. If the correlation between student absenteeism and academic performance is -0.85, what proportion of variance in performance is explained by absenteeism (Coefficient of Determination r^2)?
(A) 85%
(B) 72.25%
(C) 15%
(D) 42.5%

195. Consider the following statements regarding 'Rubrics' in educational evaluation:
I. A rubric is a scoring guide used to evaluate student performance based on explicit criteria and performance levels.
II. Analytic rubrics assess different components of a task separately.
III. Holistic rubrics provide a single overall score for the entire performance.
IV. Rubrics increase subjectivity and decrease grading reliability.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

196. The process of scaling raw scores to fit a normal bell curve in competitive entrance tests is primarily done to:
(A) Lowering the minimum passing marks and cutoff criteria for all candidates.
(B) Standardizing scores across exam shifts of varying difficulty.
(C) Failing a fixed predetermined percentage of examinees across all batches.
(D) Completely eliminating practical and oral examination testing components.

197. Which section of the RTE Act, 2009 details the duties of local authorities in ensuring free and compulsory education?
(A) Section 3
(B) Section 8

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262. The Secondary Education Commission (1952-53) was appointed under the chairmanship of:
(A) Dr. Sarvepalli Radhakrishnan
(B) Dr. A. Lakshmanaswami Mudaliar
(C) Dr. Daulat Singh Kothari
(D) Dr. Zakir Husain

263. NPE 1986 emphasized 'Navodaya Vidyalayas' primarily for:
(A) Providing quality education to talented rural children.
(B) Imparting vocational and technical skills to urban school dropouts.
(C) Training secondary school teachers in innovative pedagogy methods.
(D) Educating children of active defense personnel and armed forces.

264. NEP 2020 aims to achieve 100% Gross Enrolment Ratio (GER) in school education by which year?
(A) 2025
(B) 2030
(C) 2035
(D) 2040

265. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Under the RTE Act, 2009, no child can be subjected to physical punishment or mental harassment in schools.
Reason (R): Corporal punishment causes emotional psychological trauma and violates the Fundamental Right to dignity under Article 21.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

266. Section 12(1)(c) of the RTE Act, 2009 applies to which category of schools?
(A) Government run public schools exclusively.
(B) Government-aided private schools exclusively.
(C) Private unaided and specified category schools.
(D) Kendriya Vidyalaya central schools exclusively.

267. Under NIPUN Bharat, FLN stands for:
(A) Foundational Literacy and Numeracy
(B) Functional Language and Numbers
(C) Fundamental Learning and Networking
(D) Formal Literacy and Numeracy

268. Which National Curriculum Framework introduced the concept of 'connecting knowledge to life outside school' as its primary guiding principle?
(A) NCF 1975
(B) NCF 1988
(C) NCF 2005
(D) NCF 2000

269. Standard Error of Measurement (SEM) is calculated using which formula (where S_x is standard deviation and $r_{\{\times\}}$ is reliability)?
(A) $SEM = S_x\sqrt{1 - r_{xx}}$
(B) $SEM = S_x\sqrt{r_{xx}}$
(C) $SEM = \frac{S_x}{r_{xx}}$
(D) $SEM = S_x(1 - r_{xx})$

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270. Consider the following statements regarding 'Aptitude Tests':
I. Aptitude tests measure present performance and acquired knowledge in a subject.
II. Aptitude tests predict an individual's future potential or capability to learn a new skill.
III. Differential Aptitude Test (DAT) is a widely used standardized aptitude battery.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

271. An assessment item answered correctly by 95% of test takers has a difficulty index of $p = 0.95$. Such an item is:
(A) Very easy
(B) Moderately difficult
(C) Extremely difficult
(D) Negatively discriminating

272. In a frequency distribution, the score that occurs with the highest frequency is the:
(A) Mean
(B) Median
(C) Mode
(D) Midpoint

273. Calculate the standard deviation for a set of identical scores: 10, 10, 10, 10, 10.

school admission. What is the maximum monetary fine for receiving capitation fee?
(A) A statutory monetary fine up to Rs. 10,000
(B) Fine equal to 5 times the capitation fee charged
(C) Fine up to 10 times the capitation fee charged
(D) A fixed statutory fine amount of Rs. 1,00,000

209. Under the RTE Act, 2009, what is the penalty for subjecting a child to screening procedures during admission?
(A) Fine up to Rs. 25,000 for first contravention
(B) Fine up to Rs. 50,000 for subsequent contraventions
(C) Both (A) and (B)
(D) Imprisonment up to 1 year

210. Consider the following statements regarding 'NIPUN Bharat' targets for foundational numeracy by end of Grade 3:
I. Read and write numbers up to 9999.
II. Perform simple addition and subtraction with numbers up to 999.
III. Perform complex algebraic factorizations and calculus.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

211. Which tool measures students' internal attitudes, feelings, and values regarding subject matter or social issues?
(A) Standardized Achievement Test
(B) Likert Attitude Scale
(C) Comprehensive Aptitude Battery
(D) Diagnostic Algebra Assessment Drill

212. Parallel-Form Reliability is established by administering:
(A) The same test administered to the same group at two different times.
(B) Two equivalent forms of a test to the same group.
(C) A single test instrument split into odd and even item sub-tests.
(D) A test response evaluated independently by two different raters.

213. An assessment item exhibits 'Negative Discrimination' when:
(A) High achievers perform better than low achievers on the item.
(B) Low achievers perform better than high achievers on the item.
(C) Both high and low achievers perform identically.
(D) All students fail the item.

214. The point on a continuous frequency distribution scale below which 25% of the total cases fall is defined as the:
(A) First Quartile (Q_1)
(B) Median (Q_2)
(C) Third Quartile (Q_3)
(D) 75th Percentile ($P_{\{75\}}$)

215. Consider the following properties of correlation coefficients:
I. Correlation does not imply causation.
II. The value of r is independent of change of origin and scale.
III. An r value of -0.90 indicates a weaker relationship than an r value of $+0.40$.
IV. r^2 represents the coefficient of determination.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

216. What is the value of the Third Quartile (Q_3) in a distribution corresponding to percentile rank?
(A) $P_{\{25\}}$
(B) $P_{\{50\}}$
(C) $P_{\{75\}}$
(D) $P_{\{90\}}$

217. In educational statistics, qualitative data (e.g., student gender, blood group, school type) are classified under which data type?
(A) Discrete Ratio Scale Data
(B) Categorical / Nominal Data
(C) Continuous Interval Scale Data
(D) Ordinal Ratio Level Data

218. In a frequency distribution table, the cumulative frequency of the last class interval is equal to:
(A) Total number of class intervals in the distribution table.
(B) Total number of observations (N).
(C) Calculated arithmetic mean of the score distribution.
(D) Overall statistical range of the complete dataset.

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test reliability if the test is a speed test rather than a power test.
Reason (R): On a speed test, items are very easy and examinees get all attempted items correct, leading to artificially high agreement between halves.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

286. Which type of evaluation measures student progress toward course goals during instruction to provide continuous corrective feedback?
(A) Formative evaluation
(B) Summative evaluation
(C) Placement evaluation
(D) Prognostic evaluation

287. In item analysis, an item with difficulty index $p = 0.50$ is considered:
(A) Poorly written item containing ambiguous structural stems.
(B) Optimal for maximizing score variance and discrimination.
(C) Too easy for standard norm-referenced testing purposes.
(D) In need of immediate rejection and statistical revision.

288. What is the Range of the numbers: 14, 25, 38, 12, 49, 19?
(A) 37
(B) 25
(C) 49
(D) 12

289. Calculate the Arithmetic Mean of: 8, 12, 16, 20, 24.
(A) 14
(B) 16
(C) 18
(D) 20

290. Consider the following statements regarding graphical representations of data:
I. Histogram is drawn for continuous group intervals.
II. Bar diagram is used for discrete categorical variables.
III. Pie chart shows relative proportions of parts to a whole.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

291. What is the Z-score for a student scoring 80 on a test with Mean = 70 and SD = 5?
(A) $+1.0$
(B) $+2.0$
(C) -2.0
(D) $+0.5$

292. In a T-score system, if $Z = -2.0$, what is the corresponding T-score?
(A) 30
(B) 20
(C) 40
(D) 50

293. In a mesokurtic distribution, the value of kurtosis coefficient (β_2) is:
(A) 1
(B) 3
(C) 0
(D) 0.263

294. Spearman's Rank Correlation coefficient (ρ) is used when variables are measured on which scale?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

295. Consider the following statements regarding the 'Holistic Progress Card' (HPC) under NEP 2020:
I. It replaces single-mark marksheet cards with comprehensive 360-degree multidimensional progress reports.
II. It includes self-assessment, peer-assessment, and teacher evaluation.
III. It tracks progress across cognitive, affective, and psychomotor domains.
IV. It ranks students publicly on school noticeboards to promote competition.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

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230. Consider the following statements regarding measures of central tendency:
I. Mean is affected by every score in the distribution.
II. Median is the point that divides the distribution into two equal halves.
III. Mode is always unique in every score distribution.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

231. If a test distribution has Mean = 40 and SD = 8, what raw score corresponds to $Z = +2.5$?
(A) 50
(B) 60
(C) 55
(D) 65

232. In T-score scaling, what raw score corresponds to $T = 50$?
(A) Raw score corresponding exactly to fifty percent absolute marks.
(B) Raw score corresponding to the distribution Mean.
(C) Raw score corresponding directly to a numerical value of zero.
(D) Maximum possible total score achievable on the examination.

233. The relationship between Standard Deviation (σ) and Variance (V) is:
(A) $V = \sigma^2$
(B) $V = \sqrt{\sigma}$
(C) $V = 2\sigma$
(D) $V = \frac{\sigma}{2}$

234. In a normal distribution, what percentage of scores fall between $Z = -1.0$ and $Z = +1.0$?
(A) 50.0%
(B) 68.26%
(C) 95.44%
(D) 99.73%

235. Consider the following types of evaluation curves:
I. Symmetrical Normal Curve (Skewness = 0)
II. Positively Skewed Curve (Tail to the right)
III. Negatively Skewed Curve (Tail to the left)
Which of the curves indicates that a test was exceptionally easy for the vast majority of candidates?
(A) I only
(B) II only
(C) III only
(D) I and II only

236. The total area under a Normal Probability Curve between $Z = -\infty$ and $Z = 0$ is:
(A) 0.25
(B) 0.50
(C) 0.68
(D) 1.00

237. Which Section of the RTE Act, 2009 lays down provisions regarding the prohibition of holding back and expulsion of students?
(A) Section 14
(B) Section 16
(C) Section 18
(D) Section 20

238. Under Section 17 of the RTE Act, 2009, who is liable to disciplinary action if a child is subjected to physical punishment or mental harassment in school?
(A) The parents or legal guardians of the child subjected to harassment.
(B) The person committing the contravention under service rules.
(C) All members of the local institutional School Management Committee.
(D) The local municipal counselor representing the ward jurisdiction.

239. NCF-SE 2023 divides the Secondary Stage (Classes 9-12) into how many phases?
(A) A single continuous four-year phase covering Classes 9 through 12.
(B) Two phases: Phase 1 (Classes 9–10) and Phase 2 (Classes 11–12).
(C) Three distinct phases: Class 9, Classes 10–11, and final Class 12.
(D) Four independent yearly phases without any mandatory core subjects.

240. A Principal notices that an evaluator gives high marks on an essay to students with neat handwriting while ignoring conceptual inaccuracies in content. This evaluator error is called:
(A) Leniency error in evaluation
(B) Halo effect / Handwriting bias
(C) Central tendency evaluation error

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(C) Section 9
(D) Section 10

198. Under RTE Rules, what is the specified maximum walking distance from the habitation of a child for locating a primary school (Classes 1–5)?
(A) Within 1 kilometer
(B) Within 3 kilometers
(C) Within 5 kilometers
(D) Within 7 kilometers

199. What is the prescribed maximum walking distance for locating an upper primary school (Classes 6–8) under RTE Rules?
(A) Within 1 kilometer
(B) Within 3 kilometers
(C) Within 5 kilometers
(D) Within 10 kilometers

200. A school Principal observes that in Class 8, student scores in a cumulative test show a wide dispersion, with standard deviation $\sigma = 25$ on a 100-mark test. The Principal decides to introduce differentiated remedial instruction. What statistical property guided this administrative decision?
(A) High central tendency demonstrating completely uniform student mastery.
(B) High variability indicating diverse student achievement levels.
(C) Zero statistical correlation observed between individual test items.
(D) A perfect normal distribution exhibiting zero standard measurement error.

201. Which article of the Constitution directs the state to provide mother-tongue instruction at primary stage for linguistic minorities?
(A) Article 21A
(B) Article 45
(C) Article 350A
(D) Article 351

202. Article 351 of the Indian Constitution contains directives for the development and promotion of which language?
(A) Sanskrit
(B) Hindi
(C) English
(D) Regional languages

203. The National Commission on Teachers (1983–85), which made comprehensive recommendations on service conditions and professional growth of teachers, was chaired by:
(A) Prof. D.P. Chattopadhyaya
(B) Prof. Yashpal
(C) Dr. Malcolm Adiseshiah
(D) Dr. Daulat Singh Kothari

204. NPE 1986 recommended setting up Pace-Setting Schools in every district. What are these schools officially known as?
(A) Kendriya Vidyalaya Schools
(B) Jawahar Navodaya Vidyalayas
(C) Eklavya Model Residential Schools
(D) Kasturba Gandhi Balika Vidyalayas

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205. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): NEP 2020 advocates shifting the primary objective of assessment from summative testing to continuous formative assessment for learning.
Reason (R): Formative assessment provides timely diagnostic insights to personalize learning and foster higher-order critical thinking skills.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

206. Under NEP 2020, what is the proposed nature of National Assessment for Student Performance (PARAKH)?
(A) High-stakes national competitive examination for primary school children.
(B) Standard-setting body for assessment across school boards.
(C) Statutory regulatory council for licensing professional school principals.
(D) Centralized testing board for conducting university entrance exams.

207. Which section of the RTE Act, 2009 mandates that no teacher shall be engaged in private tuition?
(A) Section 21
(B) Section 24
(C) Section 28
(D) Section 30

208. Section 13 of the RTE Act, 2009 prescribes a penalty for collecting capitation fees during

(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

252. Temperature measured on the Celsius scale represents which measurement scale level?
(A) Nominal scale
(B) Ordinal scale
(C) Interval scale
(D) Ratio scale

253. An assessment tool's 'Usability' or 'Practicality' refers to:
(A) High statistical correlation validity coefficients with criteria.
(B) Ease of administration, time economy, and scoring clarity.
(C) Reliability estimation computed using split-half formula.
(D) Total absence of socio-cultural and linguistic test bias.

254. A test blueprint allocates weightage to objectives. Bloom's revised taxonomy includes six cognitive levels. What is the correct ascending order of these cognitive levels?
(A) Remember → Understand → Apply → Analyze → Evaluate → Create
(B) Understand → Remember → Apply → Analyze → Create → Evaluate
(C) Remember → Apply → Understand → Evaluate → Analyze → Create
(D) Create → Evaluate → Analyze → Apply → Understand → Remember

255. Consider the following formula used in item analysis:
$p = \frac{R}{N} \times 100$
Where R is number of correct responses and N is total examinees. This calculates:
I. Item Difficulty Index
II. Item Discrimination Index
III. Distractor Efficiency Index
Which of the statements given above is/are correct?
(A) I only
(B) II only
(C) I and II only
(D) III only

256. What is the primary purpose of CCE (Continuous and Comprehensive Evaluation)?
(A) Conducting mandatory monthly competitive student rankings across subjects.
(B) Assessing student development continuously to reduce examination stress.
(C) Preparing students for high-stakes university board cut-off scores.
(D) Completely eliminating teacher accountability in continuous evaluation.

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257. Compute the Median score for the marks: 5, 8, 12, 14, 18, 22, 25, 30.
(A) 14
(B) 16
(C) 18
(D) 15

258. The arithmetic mean of 10 observations is 25. If one observation of value 25 is removed, what is the new mean of the remaining 9 observations?
(A) 22.5
(B) 25.0
(C) 27.5
(D) 20.0

259. The semi-interquartile range (Q) of a normal distribution with $Q_1 = 40$ and $Q_3 = 60$ is:
(A) 20
(B) 10
(C) 50
(D) 5

260. A school Principal examines two standardized test score distributions. Test A has a standard deviation of 5, while Test B has a standard deviation of 15. What conclusion should be drawn regarding score spread?
(A) Test A scores demonstrate three times greater dispersion relative to Test B.
(B) Test B scores exhibit three times greater dispersion than Test A.
(C) Test A possesses significantly higher statistical validity than Test B.
(D) Test B scores form a substantially narrower normal distribution curve.

261. Under Article 21A, the State's duty to provide free education is applicable to:
(A) All children residing in India aged 6 to 14 years.
(B) Exclusively children of central and state government employees.
(C) Children aged 3 to 18 years enrolled in private institutions.
(D) Children belonging strictly to Below Poverty Line (BPL) families.

219. Standard Deviation is mathematically defined as:
(A) $\sigma = \sqrt{\frac{\sum(X-\bar{X})^2}{N}}$
(B) $\sigma = \frac{\sum|X-\bar{X}|}{N}$
(C) $\sigma = \frac{Range}{2}$
(D) $\sigma = \frac{Q_3 - Q_1}{2}$

220. A Principal conducts an evaluation of teacher grading across sections and finds that Teacher A gives almost all students grades between 80-85% regardless of actual variation in student response quality. This error in assessment scaling is known as:
(A) Halo Effect
(B) Central Tendency Error
(C) Severity Error
(D) Proximity Error

221. Under the Seventh Schedule of the Constitution of India, 'Vocational and technical training of labor' falls under which list?
(A) Union List (List I)
(B) State List (List II)
(C) Concurrent List (List III)
(D) Residuaries

222. The Yashpal Committee Report (1993) titled 'Learning Without Burden' primarily recommended:
(A) Lengthening daily school instructional hours to cover more subjects.
(B) Reducing syllabus load and reforming textbook learning.
(C) Privatizing secondary school textbook publication across all states.
(D) Replacing teacher-led instruction entirely with educational software.

223. What structural stage in NEP 2020 covers Classes 6 to 8 (Ages 11 to 14)?
(A) Foundational Stage
(B) Preparatory Stage
(C) Middle Stage
(D) Secondary Stage

224. Section 21 of the RTE Act, 2009 mandates the formation of SMCs in all schools EXCLUDING:
(A) Government Sarvodaya schools
(B) Local authority primary schools
(C) Unaided private schools
(D) Government-aided schools

225. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The Discrimination Index of a test item can range from -1.00 to $+1.00$.
Reason (R): A negative discrimination index indicates that lower-ability students answered the item correctly more frequently than higher-ability students.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

226. In assessment, 'Construct Validity' refers to:
(A) How thoroughly a test covers all prescribed syllabus content areas.
(B) How well test scores correlate with theoretical traits or constructs.
(C) How attractive and well-formatted the test paper looks to students.
(D) The speed and technical ease with which the test paper can be scored.

227. The Spearman-Brown prophecy formula is used to:
(A) Adjust reliability estimates when altering test length.
(B) Calculate standard error of measurement and population mean.
(C) Normalize strongly skewed frequency distribution curves.
(D) Compute statistical correlation between nominal variables.

228. Calculate the Arithmetic Mean for the data set: 5, 10, 15, 20, 25, 35.
(A) 15
(B) 18.33
(C) 20
(D) 22.5

229. What is the Median for the set of numbers: 8, 3, 12, 19, 15, 7?
(A) 8
(B) 9.5
(C) 10
(D) 12

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(A) 0
(B) 10
(C) 1
(D) 5

274. If $Z = +1.0$ on a standardized test with Mean = 50 and SD = 10, what is the student's raw score?
(A) 40
(B) 50
(C) 60
(D) 70

275. Consider the following characteristics of T-scores:
I. T-scores always have a fixed mean of 50.
II. T-scores always have a fixed standard deviation of 10.
III. T-scores can take negative numerical values in standard distributions.
IV. $T = 50 + 10(Z)$
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II and IV only
(D) I, II, III and IV

276. In a normal probability curve, what percentage of area falls above $Z = 0$?
(A) 34.13%
(B) 50.00%
(C) 68.26%
(D) 95.44%

277. Positively skewed distribution means that:
(A) Most scores are concentrated at the higher end, with a long tail pointing left.
(B) Most scores are concentrated at the lower end, with a tail pointing right.
(C) Scores are evenly and symmetrically distributed around the arithmetic mean.
(D) The score distribution curve exhibits two prominent distinct modal peaks.

278. Pearson's product-moment correlation coefficient assumes that the relationship between two variables is:
(A) Curvilinear
(B) Non-linear
(C) Linear
(D) Exponential

279. An Ogive curve is used to determine which statistical metric graphically?
(A) Arithmetic Mean
(B) Median
(C) Mode
(D) Standard Deviation

280. A school Principal notices that during internal evaluations, a teacher gives unusually high marks to all students across all sections. This systematic evaluation bias is known as:
(A) Systematic Severity Error
(B) Generosity / Leniency Error
(C) Central Tendency Scale Error
(D) Systematic Contrast Error

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281. Entry 25 of List III (Concurrent List) in the Seventh Schedule deals with:
(A) Education, technical education, medical education and universities.
(B) Postal services, telegraphs, telephones, and wireless communications.
(C) Defense of India, armed forces, and national security infrastructure.
(D) Foreign affairs, international treaties, and diplomatic conventions.

282. The Kothari Commission (1964-66) was titled:
(A) Education and National Development
(B) Learning Without Burden
(C) Towards an Enlightened and Humane Society
(D) Secondary Education Reform

283. NEP 2020 proposes establishing a national repository of high-quality resources on foundational literacy and numeracy on which digital platform?
(A) DIKSHA
(B) SWAYAM
(C) SAMARTH
(D) E-Pathshala

284. Under the RTE Act, 2009, 'Appropriate Government' for a school established by GNCTD means:
(A) Central Government of India through Ministry of Education.
(B) Government of National Capital Territory of Delhi.
(C) Municipal Corporation of Delhi local body administration.
(D) Ministry of Home Affairs of the Central Government.

285. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Split-half method overestimates

(D) Standard error of estimate bias

241. Article 46 of the Constitution forms part of which section of the Constitution?
(A) Fundamental Rights guaranteed under Part III of Constitution
(B) Directive Principles of State Policy (Part IV)
(C) Fundamental Duties enumerated under Part IVA of Constitution
(D) Union Judiciary provisions under Part V of Constitution

242. Which commission recommended the introduction of 'Work Experience' (vocationalizing education) as an integral part of school education?
(A) Radhakrishnan Commission
(B) Mudaliar Commission
(C) Kothari Commission
(D) National Knowledge Commission

243. The National Policy on Education (NPE) 1986 called for setting up DIETs, CTEs, and IASEs to strengthen:
(A) University grants governance and funding structures.
(B) Teacher education institutional infrastructure.
(C) Technical education state boards and polytechnics.
(D) Distance learning open university networks across states.

244. Under NEP 2020, PARAKH will serve as a national assessment center under which organization?
(A) CBSE
(B) NCERT
(C) NITI Aayog
(D) UGC

245. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Percentile ranks do not represent equal intervals of capability across the standard distribution curve.
Reason (R): Percentile ranks tend to exaggerate differences near the center of a normal distribution and compress differences at the extreme ends.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

246. Section 25 of the RTE Act, 2009 relates to which aspect of school administration?
(A) Pupil-Teacher Ratio (PTR)
(B) Private Tuition ban
(C) Curriculum guidelines
(D) School Management Committee composition

247. Under the RTE Act, 2009 Schedule, what is the minimum working days per academic year required for primary schools (Classes 1–5)?
(A) 180 days
(B) 200 days
(C) 220 days
(D) 250 days

248. Under the Schedule of the RTE Act, 2009, what is the minimum working days per academic year required for upper primary schools (Classes 6–8)?
(A) 200 days
(B) 220 days
(C) 240 days
(D) 250 days

249. As per RTE Act Schedule, what is the minimum weekly work hours required for a teacher, including preparation hours?
(A) 35 hours
(B) 40 hours
(C) 45 hours
(D) 50 hours

250. Consider the following pairs of statistical concepts and their definitions:
I. Z-score – Standard score with Mean = 0 and SD = 1
II. T-score – Standard score with Mean = 50 and SD = 10
III. Percentile Rank – Percentage of scores falling below or at a given score
Which of the pairs given above are correctly matched?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

251. Which level of measurement is represented by student academic ranks in class (e.g., 1st, 2nd, 3rd position)?

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296. Under Section 18 of the RTE Act, 2009, no school can be established or function without obtaining:
(A) A Certificate of Recognition from the local authority.
(B) Formal institutional accreditation from NAAC evaluation council.
(C) ISO 9001 quality management certification from standard bodies.
(D) A No Objection Certificate from Central Board of Secondary Education.

297. What is the minimum recommended duration for Early Childhood Care and Education (ECCE) under the Foundational Stage of NEP 2020?
(A) 1 year
(B) 2 years
(C) 3 years
(D) 5 years

298. In statistical analysis, if two variables X and Y increase together in a constant linear proportion, the correlation coefficient between them will be:
(A) -1.00
(B) 0.00
(C) $+1.00$
(D) $+0.50$

299. A distribution curve with $Q_1 = 30$, $Q_2 = 50$, and $Q_3 = 70$ exhibits:
(A) Perfect symmetry ($Q_3 - Q_2 = Q_2 - Q_1$)
(B) Positive Skewness distribution shape
(C) Negative Skewness distribution shape
(D) Extreme Leptokurtic distribution shape

300. A Principal conducts an end-of-year review of school test data. She wants to present the grade distribution of 1,200 students across 5 performance categories (A, B, C, D, E) as proportional slices of a single circle for the Annual School Report. Which graphical technique is best suited for this task?
(A) Histogram
(B) Frequency Polygon
(C) Pie Chart
(D) Ogive Curve

****

regulation, and critical self-reflection, making students autonomous partners in learning.

40. (B) Diagnostic Assessment
Diagnostic assessment is administered when a student experiences persistent learning difficulties or conceptual errors in a specific subject. Unlike general achievement tests, diagnostic tools examine detailed underlying sub-skills to pinpoint exact misconceptions, learning gaps, and cognitive hurdles, enabling teachers to design targeted remedial instruction and learning interventions.

41. (B) Criterion-Referenced Evaluation
Criterion-referenced evaluation assesses an individual student's performance against explicit, pre-established learning standards or criteria without reference to peer performance. It determines whether a learner has mastered specific curriculum objectives, skills, or competencies, focusing purely on absolute standards of achievement rather than relative class ranking.

42. (B) Relative standing compared to a representative normative peer group.
In norm-referenced testing, a student's score is interpreted by comparing it directly with the scores of a representative peer group or normative sample. Instead of measuring absolute domain mastery, norm-referenced evaluation determines an individual's relative standing, percentile rank, or position within a group distribution.

43. (A) Ipsative Assessment
Ipsative assessment evaluates a learner's current performance against their own prior performance rather than against external standards or peer groups. This growth-based approach measures personal improvement over time, encouraging individual effort, self-motivation, and personal progress without inducing peer competition or comparative anxiety in classroom settings.

44. (B) Target instructional cognitive objectives and specific subject content areas.
A Table of Specifications or blueprint is a two-dimensional grid used in test design. It maps targeted instructional cognitive objectives against specific subject content areas, assigning appropriate item counts and marks. This structure ensures proportional curriculum representation and establishes content validity before drafting question items.

45. (A) Both A and R are true and R is the correct explanation of A
Preparing a blueprint prior to item writing is crucial for achieving content validity in educational tests. A blueprint systematically distributes marks and item types across instructional objectives and content units according to their curricular weightage, ensuring balanced test coverage and preventing arbitrary overrepresentation of specific topics.

46. (B) The item is very easy and exhibits poor power to discriminate among students.
The Difficulty Index (p-value) measures the proportion of examinees who answered an item correctly. A p-value of 0.92 indicates that ninety-two percent of test takers answered correctly. Consequently, the item is extremely easy and exhibits low power to differentiate between high and low achievers in norm-referenced assessments.

47. (C) Has excellent discrimination power between high and low achievers
The Discrimination Index (d) measures an item's capability to differentiate between high and low achievers. A d-value of $+0.45$ is considered high, indicating that significantly more students in the top-scoring group answered the item correctly compared to the bottom-scoring group, reflecting excellent item quality and diagnostic validity.

48. (C) Reject or revise the item because high achievers failed it more than low achievers.
A negative Discrimination Index indicates that more low-performing students answered an item correctly than high-performing students. This anomaly signals potential flaws in the question, such as ambiguous wording, misleading keys, or confusing distractors. The test constructor must immediately reject or thoroughly revise the item.

49. (B) Test-Retest Method
The Test-Retest method evaluates score stability over time by administering the same test to the same group of individuals on two separate occasions under similar conditions. The correlation between the two sets of scores yields the coefficient of stability, indicating how consistently the test measures over time.

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10. (D) I, II and III
The Education Commission of 1964–66, chaired by Dr. D.S. Kothari, provided a comprehensive reform framework for Indian education. It recommended allocating at least six percent of the Gross National Product to education, adopting the Common School System to promote social integration, and standardizing the national structural pattern of education into the 10+2+3 system.

11. (A) Yashpal Committee
The National Advisory Committee set up in 1992 under the chairmanship of Professor Yashpal submitted its iconic report titled 'Learning Without Burden' in 1993. The committee highlighted the heavy academic load on young children and recommended systemic curricular reforms, reducing physical textbook weight, and shifting away from rote memorization toward meaningful learning.

12. (C) Operation Blackboard
Operation Blackboard was initiated in 1987 as a major centrally sponsored scheme following the recommendations of the National Policy on Education 1986. Its primary goal was to enhance primary school facilities by providing minimum essential physical infrastructure, including two all-weather rooms, essential teaching-learning equipment, blackboards, maps, and at least two teachers per school.

13. (D) Expanding Operation Blackboard and establishing DIETs for teacher training
The Programme of Action 1992 revised the implementation strategy of the National Policy on Education 1986. It focused on strengthening elementary education by expanding Operation Blackboard to upper primary schools and setting up District Institutes of Education and Training to provide decentralized pre-service and in-service training to primary school teachers nationwide.

14. (A) Acharya Ramamurti Committee
In May 1990, the Government of India appointed a committee chaired by Acharya Ramamurti to review the National Policy on Education 1986. The committee evaluated policy execution with a major focus on social justice, equity, inclusion, decentralization, and the realization of the right to education for marginalized sections of society.

15. (A) I, II and III only
National Education Policy 2020 restructures school education into a 5+3+3+4 pattern, integrating Early Childhood Care and Education from age three into formal schooling and dividing the secondary stage into four years. Board examination scores are not made the sole criteria for university admissions, as common entrance tests and holistic assessments are prioritized.

16. (C) Ages 8 to 11
Under the 5+3+3+4 pedagogical structure introduced by the National Education Policy 2020, the Preparatory Stage spans three years for children aged eight to eleven years, covering Classes 3 to 5. This stage emphasizes play, discovery, activity-based learning, and building foundational skills in literacy, numeracy, and interactive classroom learning.

17. (A) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PARAKH is established as a national assessment center under the National Council of Educational Research and Training as mandated by the National Education Policy 2020. PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development, setting standard guidelines and norms for student evaluation across Indian school boards.

18. (D) 25 percent
Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act, 2009 requires non-aided private schools to reserve at least twenty-five percent of seats in Class 1 or entry-level preschool. These reserved seats are designated for children belonging to weaker sections and disadvantaged groups, promoting social inclusion in education.

19. (B) Allowing regular Class 5 and 8 exams with re-examination; failure in re-exam permits detention by government.
The 2019 amendment to Section 16 of the Right to Education Act modified the blanket no-detention rule. It allows schools to hold regular examinations in Class 5 and Class 8. If a child fails, re-examination is provided within two months, and the appropriate government may permit detention if the child fails again.

ANSWERS

1. (A) Entry 25 of List III
The Forty-second Amendment Act of 1976 transferred the subject of education from the State List to the Concurrent List of the Seventh Schedule of the Constitution of India. Specifically, Entry 25 of List III deals with education, including technical education, medical education, and universities. This legal shift empowered both Parliament and State Legislatures to enact educational laws.

2. (C) 6 to 14 years
Article 21A was inserted into the Constitution of India by the Eighty-sixth Constitutional Amendment Act of 2002. It establishes education as a fundamental right by mandating that the State shall provide free and compulsory education to all children between six and fourteen years of age in such manner as the State may, by law, determine.

3. (A) Six years
The Eighty-sixth Constitutional Amendment Act of 2002 substituted Article 45 under the Directive Principles of State Policy. The amended article explicitly directs the State to endeavor to provide early childhood care and education for all children until they complete the age of six years, forming the constitutional basis for preschool education initiatives across India.

4. (D) Article 46
Article 46 of the Constitution of India forms a core Directive Principle of State Policy. It imposes an explicit obligation on the State to promote with special care the educational and economic interests of the weaker sections of the people, in particular, the Scheduled Castes and the Scheduled Tribes, protecting them from social injustice and exploitation.

5. (B) Both A and R are true but R is not the correct explanation of A
Article 350A mandates states to provide primary instruction in the mother tongue for linguistic minority groups, whereas Article 29 guarantees the broader fundamental right of citizens to conserve their distinct language, script, or culture. While both statements are legally true and constitutionally sound, Article 29 does not serve as the direct rationale for the constitutional directive in Article 350A.

6. (C) The parent or guardian
Article 51A(k) was added to Part IV-A of the Constitution of India by the Eighty-sixth Constitutional Amendment Act in 2002. This fundamental duty explicitly mandates that a parent or guardian must provide opportunities for education to their child or ward between the age of six and fourteen years, ensuring parental responsibility in child education.

7. (C) Entry 66
Entry 66 of List I in the Seventh Schedule of the Constitution of India grants exclusive legislative power to Parliament over the coordination and determination of standards in institutions for higher education or research and scientific and technical institutions. This entry provides the primary constitutional authorization for national regulatory bodies like the University Grants Commission.

8. (A) Dr. S. Radhakrishnan
The University Education Commission of 1948–49 was the first major education commission established in independent India, chaired by Dr. Sarvepalli Radhakrishnan. The commission thoroughly reviewed post-secondary education and formally recommended setting up the University Grants Commission to supervise higher education standards and allocate financial resources to colleges and universities nationwide.

9. (B) Dr. A. Lakshmanaswami Mudaliar
The Secondary Education Commission of 1952–53 was appointed under the chairmanship of Dr. Arcot Lakshmanaswami Mudaliar. Popularly known as the Mudaliar Commission, it analyzed secondary education problems, advocated for diversified courses through multipurpose schools, and recommended structural reforms aimed at developing technical, vocational, and citizenship skills among Indian school youth.

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semester systems to promote deeper conceptual understanding and career readiness.

30. (A) I and II only
The NIPUN Bharat Mission aims to achieve universal Foundational Literacy and Numeracy in primary schools by 2026–27. It focuses on ensuring that every child attains foundational competencies in reading, writing, and arithmetic by the end of Grade 3. Secondary education mandates fall outside the scope of this foundational primary learning initiative.

31. (C) 60 words per minute
Under the NIPUN Bharat guidelines, specific targets known as Lakshya are established for foundational literacy skills across primary grades. For Grade 3 completion, the target dictates that a child should be able to read an age-appropriate unseen text with full comprehension at a minimum speed of sixty words per minute accurately and fluently.

32. (C) NCERT
The National Achievement Survey is a periodic system-level assessment designed to evaluate the health of school education in India. The National Council of Educational Research and Training conceptualizes the testing framework, develops standardized assessment instruments, and analyzes student learning outcomes across districts to guide educational policy and targeted pedagogical interventions.

33. (B) Validity
In educational assessment, validity is defined as the degree to which an assessment tool measures what it is designed or intended to measure. A test possesses high validity when its items accurately sample the targeted cognitive domain, learning objectives, or psychological constructs without interference from irrelevant variables or measurement errors.

34. (C) Reliability
Reliability refers to the consistency, stability, and dependability of test scores over time or across different administrations. When a test yields consistent numerical scores for the same group of individuals under unchanged testing conditions, it demonstrates high reliability, indicating minimal influence from random measurement errors or testing fluctuations.

35. (D) I, II, III and IV
Qualitative formative assessment utilizes various tools to track continuous student progress across diverse learning contexts. Rubrics define explicit performance criteria, anecdotal records log significant behavioral observations, checklists monitor specific skill mastery, and cumulative record cards systematically maintain a comprehensive long-term history of student academic, social, and emotional growth.

36. (B) Measurement assigns numerical values to attributes, while Evaluation makes value judgments based on data.
Measurement is a quantitative process that assigns numerical values or scores to student attributes using standard instruments. Evaluation is a broader qualitative and quantitative process that interprets measurement data, applies educational criteria or standards, and makes qualitative value judgments regarding student progress, learning outcomes, and overall instructional effectiveness.

37. (C) Formative Assessment
Formative assessment occurs continuously throughout the instructional process. Its main purpose is to monitor student understanding, identify learning gaps, and provide immediate diagnostic feedback. Teachers use formative data to adapt teaching strategies, while students utilize feedback to improve their learning strategies, supporting ongoing academic development during instruction.

38. (D) Summative Assessment
Summative assessment is conducted at the end of a predefined instructional unit, term, or course. Its primary goal is to evaluate cumulative student learning against explicit benchmark standards. Summative results are typically expressed as numerical marks or letter grades, serving administrative functions such as certification, reporting, and promotion.

39. (C) Students actively monitoring and reflecting on their learning through metacognition and self-assessment.
Assessment AS Learning emphasizes the active role of students in their own evaluation process. It occurs when learners monitor their thinking, reflect on learning strategies, conduct self-assessments, and set personal academic goals. This process fosters metacognition, self-

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61. (A) 45
The Mode is defined as the score value that appears with the highest frequency in a data set. In the given set of ten scores, the value 45 appears four times, which is more frequent than any other score, making 45 the mode.

62. (A) 44
The empirical relationship between measures of central tendency is expressed by the formula: Mode equals three times the Median minus two times the Mean. Substituting a Median of 48 and Mean of 50 yields: 3(48) minus 2(50), which equals 144 minus 100, giving 44.

63. (C) Mode
The Mode represents the score value associated with the maximum frequency density in a distribution. On a frequency curve, the mode corresponds directly to the highest peak or point of maximum elevation, highlighting the most common observation in the collected educational data set.

64. (C) Range
The Range is the simplest measure of statistical variability. It is calculated by subtracting the lowest score from the highest score in a distribution dataset. Although quick to calculate, it depends entirely on extreme values and provides no information about the distribution of middle scores.

65. (A) Both A and R are true and R is the correct explanation of A
Standard Deviation is the most stable and reliable measure of variability because its calculation incorporates every score in the distribution. By measuring individual deviations from the mean, it accurately reflects overall dispersion and serves as a foundational metric for advanced parametric statistical analysis.

66. (A) $Q = \frac{Q_3 - Q_1}{2}$
Quartile Deviation, also known as the semi-interquartile range, measures the spread of the middle fifty percent of scores. It is calculated by taking half the difference between the third quartile (Q_3) and the first quartile (Q_1), represented mathematically as $Q = \frac{Q_3 - Q_1}{2}$.

67. (B) 12
Quartile Deviation is computed using the formula: $Q = \frac{Q_3 - Q_1}{2}$. Given $Q_3 = 72$ and $Q_1 = 48$, the difference is $72 - 48 = 24$. Dividing 24 by 2 yields a Quartile Deviation of 12.

68. (C) 49
Variance is defined mathematically as the square of the Standard Deviation. Given a Standard Deviation (σ) of 7, squaring 7 (7×7) results in a Variance of 49. Conversely, taking the square root of Variance yields the Standard Deviation.

69. (B) Class 10B has greater variability/heterogeneity in student scores than Class 10A.
Standard Deviation quantifies the dispersion of scores around the mean. A higher Standard Deviation of 9.5 in Class 10B indicates greater score spread and student heterogeneity, whereas a lower Standard Deviation of 4.0 in Class 10A reflects closer score clustering and greater academic homogeneity among students.

70. (A) I and II only
Percentile Rank indicates the percentage of scores falling at or below a specific score in a norm group. An 85th percentile rank means performing equal to or better than eighty-five percent of examinees. However, percentile ranks do not form equal-interval scales because raw score differences vary across distribution points.

71. (B) Median of the distribution
The 50th percentile is the exact point below which fifty percent of the scores in a distribution fall. By definition, this point corresponds directly to the Median, which splits any ordered frequency distribution into two equal halves.

72. (B) Spearman's Rank-Order Correlation
Spearman's Rank-Order Correlation is a non-parametric statistical measure used when data are expressed in ordinal ranks rather than continuous interval scores. It calculates the degree of association between two ranked variables without requiring normal distribution assumptions.

73. (B) -1.00 and $+1.00$
Karl Pearson's product-moment correlation coefficient (r) measures the direction and strength of a linear relationship between two continuous variables. Its numerical value ranges strictly between -1.00 and $+1.00$, where $+1.00$ indicates perfect positive correlation, -1.00 indicates perfect negative correlation, and 0.00 indicates no linear relationship.

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50. (B) II and III assess internal consistency of test items from a single administration.
The Split-Half method and Cronbach's Alpha measure internal consistency reliability from a single test administration. Split-Half divides the test into two equal halves to calculate correlation, while Cronbach's Alpha assesses internal consistency across multi-point or continuous items, making both methods independent of temporal testing intervals.

51. (B) Predictive Validity
Predictive validity measures how effectively test scores predict future performance on an external criterion measure administered at a later time. High predictive validity indicates that scores on an initial test, such as an entrance exam, correlate strongly with future outcomes, such as academic success or grade point averages.

52. (C) Correlating scores with established measures of traits and using factor analysis.
Construct validity evaluates how accurately a test measures a theoretical construct or trait. It is established empirically through statistical techniques, including factor analysis, convergent validity correlation with existing validated measures, and discriminant validity testing, confirming that the instrument aligns with the underlying theoretical psychological domain.

53. (A) Objectivity
Objectivity in educational assessment refers to the degree to which test scores are free from subjective examiner bias or personal opinion. A test exhibits high objectivity when different qualified evaluators score the same student response independently and arrive at identical marks or results, ensuring fair and standardized scoring.

54. (B) Continuous holistic assessment across cognitive, affective, and psychomotor domains.
Continuous and Comprehensive Evaluation is an assessment system that monitors student development continuously throughout the academic session. It is comprehensive because it encompasses all aspects of student growth, assessing achievements across cognitive, affective, and psychomotor domains using diverse formal and informal evaluation tools.

55. (A) I → II → IV → III
Test construction follows a logical chronological sequence: planning the test and preparing a blueprint, writing initial item drafts, conducting pre-testing or try-outs on a representative sample, and performing item analysis to refine and finalize the test items based on difficulty and discrimination indices.

56. (B) A 360-degree assessment blending self, peer, and teacher evaluations across all domains.
The Holistic Progress Card introduced by National Education Policy 2020 shifts away from traditional mark-sheets. It provides a 360-degree, multidimensional progress report incorporating self-assessment, peer feedback, and teacher evaluations across cognitive, affective, and psychomotor domains, tracking individual growth and skill application in real-world contexts.

57. (B) Median
The Median is defined as the exact middle score in an ordered distribution. When data are arranged in ascending or descending order, the median divides the distribution into two equal parts, ensuring that exactly fifty percent of observations fall above it and fifty percent fall below it.

58. (B) 20
The Arithmetic Mean is calculated by dividing the sum of all individual scores by the total number of observations. For the values 12, 15, 18, 22, 23, and 30, the sum equals 138. Dividing 138 by 6 yields an arithmetic mean of exactly 20.

59. (B) 19
To compute the Median, the given dataset (14, 18, 11, 25, 19, 30, 22) is first arranged in ascending order: 11, 14, 18, 19, 22, 25, 30. With seven total observations, the middle position is the fourth value, which corresponds exactly to 19.

60. (B) Median
The Median is a positional average that remains unaffected by extreme score values or outliers in a distribution. When a dataset contains severe skewness or extreme values, the arithmetic mean becomes distorted, making the median the most robust and representative measure of central tendency.

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20. (C) Admit the child to an age-appropriate class and provide special training to bridge learning gaps.
Section 4 of the Right to Education Act, 2009 dictates that an out-of-school child must be admitted to an age-appropriate class regardless of prior schooling status. To ensure smooth integration, the school authority is legally mandated to organize special training programs that enable the child to bridge academic gaps and cope with the curriculum.

21. (A) Sections 13 and 17
The Right to Education Act, 2009 contains statutory safeguards for child welfare and equity. Section 13 strictly prohibits collecting capitation fees and subjecting children or parents to screening procedures during admission. Section 17 explicitly bans physical punishment and mental harassment, making any contravention subject to formal disciplinary proceedings under applicable service rules.

22. (D) 75 percent
Section 21 of the Right to Education Act, 2009 mandates the constitution of a School Management Committee in specified government and aided schools. To ensure community ownership and participatory governance, at least seventy-five percent of the committee members must be parents or guardians of children enrolled in the school, with half reserved for women.

23. (C) 30:1
The Schedule appended to the Right to Education Act, 2009 specifies normative standards for primary schools covering Classes 1 to 5. For total student enrollment up to two hundred, the required Pupil-Teacher Ratio is thirty to one, meaning one teacher must be appointed for every thirty enrolled children to ensure adequate classroom instruction.

24. (B) 1000 hours
The Schedule to the Right to Education Act, 2009 lays down minimum working conditions for school instruction. For upper primary classes covering Classes 6 to 8, schools must provide at least two hundred and twenty working days per academic year and a minimum of one thousand instructional hours for student learning and classroom activities.

25. (A) Both A and R are true and R is the correct explanation of A
Section 28 of the Right to Education Act, 2009 explicitly prohibits public school teachers from engaging in private tuition activities. This prohibition aims to eliminate conflict of interest, prevent neglect of regular duty, and ensure that teachers devote their professional efforts entirely to maintaining high instructional quality within public school classrooms.

26. (A) SSA, RMSA, and Teacher Education (TE)
Samagra Shiksha is an overarching scheme launched by the Ministry of Education to support school education from preschool through Class 12. It subsumed three major former centrally sponsored schemes: Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education, creating a unified framework for holistic school development across all state jurisdictions.

27. (B) Standardizing all evaluation exclusively through external annual examinations
National Curriculum Framework 2005 outlines five core principles: connecting knowledge to life outside school, ensuring learning shifts away from rote methods, enriching curriculum beyond textbooks, making examinations flexible and integrated with classroom life, and nurturing an overriding identity informed by democratic concerns. Standardizing evaluation strictly around external annual exams contradicts these flexible principles.

28. (B) Ages 3 to 8 years
The National Curriculum Framework for Foundational Stage 2022 was developed by NCERT based on National Education Policy 2020 guidelines. It covers children aged three to eight years across early childhood care and education at Anganwadis or preschools, along with Classes 1 and 2 in formal primary schools, adopting play-based learning principles.

29. (D) Secondary Stage
The National Curriculum Framework for School Education 2023 divides school education into Foundational, Preparatory, Middle, and Secondary stages. The Secondary Stage covers four years from Classes 9 to 12. It focuses on multidisciplinary education, critical thinking, flexible choice of subjects, and optional

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74. (A) A strong positive linear relationship between the two variables.
A correlation coefficient of $r = +0.88$ indicates a strong positive linear relationship between study hours and exam performance. This high positive value signifies that as study duration increases, test scores systematically increase in a consistent linear manner.

75. (B) II only
An Ogive curve is a graphical representation designed specifically for cumulative frequency distributions. It is constructed by plotting cumulative frequencies against class boundaries, allowing observers to visually estimate medians, percentiles, and quartiles directly from the graph.

76. (B) Histogram
A Histogram is a graphical representation of continuous frequency distributions. It consists of adjacent vertical rectangles erected over continuous class intervals on the horizontal axis, with rectangle areas proportional to class frequencies and no spaces between adjacent bars.

77. (C) Proportional percentage distribution of a categorical total dataset.
A Pie Chart is a circular statistical graphic divided into proportional slices. It is best suited for illustrating categorical data distributions where the entire circle represents one hundred percent of a total dataset and each slice represents the proportional share of a sub-category.

78. (B) 68.26%
In a theoretical Normal Probability Curve, the area under the curve is distributed according to fixed standard deviation intervals. Approximately 68.26% of the total cases lie within one standard deviation above and below the mean ($\mu \pm 1\sigma$).

79. (C) Mean = Median = Mode
In a perfectly symmetrical Normal Probability Curve, the distribution exhibits zero skewness. As a result, the three major measures of central tendency—the Arithmetic Mean, Median, and Mode—coincide at the exact center of the distribution curve, taking an identical numerical value.

80. (B) Positively skewed; the test was difficult for most students.
A distribution with a long tail extending toward higher scores on the right side and a concentration of scores on the lower left side exhibits positive skewness. This pattern indicates that most students obtained low marks, signifying that the assessment was difficult for the student group.

81. (A) Mean < Median < Mode
In a negatively skewed distribution, a tail extends toward the lower scores on the left. Extreme low values pull the arithmetic mean to the left, making it smaller than the median, while the mode remains at the peak on the right. Thus, the relationship is Mean < Median < Mode.

82. (B) The relative peakedness or flatness of a frequency distribution curve.
Kurtosis in educational statistics measures the relative peakedness or flatness of a frequency distribution curve compared to a normal distribution. Depending on score concentration, a distribution can be high-peaked (leptokurtic), normal-peaked (mesokurtic), or flat-topped (platykurtic).

83. (A) 0.263
In statistical analysis using percentile points, kurtosis is calculated using quartiles and percentiles. For a standard mesokurtic, normal probability curve, the coefficient of kurtosis (Ku) equals approximately 0.263. Values above 0.263 indicate platykurtosis, while values below indicate leptokurtosis.

84. (A) $Z = \frac{X - \mu}{\sigma}$
The Z-score measures how many standard deviation units a raw score (X) falls above or below the population mean (μ). It is calculated using the formula $Z = (X - \mu)/\sigma$, expressing raw scores on a standardized scale with mean 0 and standard deviation 1.

85. (A) Both A and R are true and R is the correct explanation of A
T-scores are widely preferred over Z-scores in educational reporting because they transform standard scores into positive whole numbers. By setting the mean at 50 and standard deviation at 10 ($T = 50 + 10Z$), T-scores eliminate negative values and confusing decimals, simplifying score interpretation for parents and students.

86. (C) 70
The conversion formula between Z-scores and T-scores is $T = 50 + 10(Z)$. Given a Z-score of $+2.0$, substituting this value yields $T = 50 + 10(2.0)$, which equals $50 + 20 = 70$

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. Thus, a Z-score of $+2.0$ corresponds to a T -score of 70.

87. (B) It reduces student competition by evaluating against fixed standards rather than peers.
Absolute grading evaluates student performance against fixed pre-established performance cut-offs rather than comparing students against peers. This approach eliminates artificial peer competition, prevents forced failure rates, and ensures that grades reflect actual individual mastery of course objectives rather than relative ranking.

88. (A) Top 1/8th of passed candidates
Under the nine-point relative grading system introduced by CBSE for board examinations, passing candidates are categorized into nine relative bands. Grade A1 is awarded strictly to the top one-eighth (12.5%) of the total passed candidates in a subject, establishing a standardized relative achievement benchmark.

89. (C) 86th Constitutional Amendment Act, 2002
The Eighty-sixth Constitutional Amendment Act of 2002 inserted Article 21A into Part III of the Constitution of India. This landmark amendment made free and compulsory education for all children aged six to fourteen years a fundamental right, mandating State legislation to enforce this constitutional guarantee.

90. (D) I, II and III
The Constitution of India contains key educational provisions: Article 21A guarantees fundamental right to free and compulsory education for children aged 6–14, Article 45 directs state effort toward early childhood care, and Article 30 grants minorities the right to establish and administer educational institutions.

91. (C) All religious and linguistic minority groups.
Article 30(1) of the Indian Constitution grants all minorities, whether based on religion or language, the fundamental right to establish and administer educational institutions of their choice. This provision protects minority educational autonomy and prevents state discrimination in granting institutional aid.

92. (A) Kothari Commission (1964–66)
The National Policy on Education 1968 was India's first national policy on education. It was formulated based on the extensive recommendations of the Education Commission (1964–66), chaired by Dr. D.S. Kothari, which advocated the 10+2+3 structure, expansion of educational opportunities, and equal educational access.

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93. (B) Jawahar Navodaya Vidyalayas
The National Policy on Education 1986 established Jawahar Navodaya Vidyalayas as pace-setting residential schools. These institutions provide free quality modern education to talented children, predominantly from rural areas, regardless of socio-economic background, promoting social justice and talent development across Indian districts.

94. (B) Defining essential learning outcomes every child should achieve in elementary school.
Minimum Levels of Learning was an initiative introduced following NPE 1986 to ensure equity in learning quality. It defined core competency levels and explicit learning outcomes that every child must achieve at primary school stages, ensuring quality standards across formal school systems regardless of location.

95. (A) I, II and III only
National Education Policy 2020 restructures teacher education by mandating 4-year integrated B.Ed. degrees by 2030, creating National Professional Standards for Teachers, and requiring at least 50 hours of continuous professional development annually. It does not phase out B.Ed. degrees in favor of distance certificates.

96. (B) 50 percent
National Education Policy 2020 sets a target to increase the Gross Enrolment Ratio in higher education, including vocational education, from 26.3% in 2018 to 50% by 2035. This goal aims to expand access, foster inclusion, and double higher education capacity across India.

97. (B) Developing exemplar schools to showcase NEP 2020 and offer high-quality learning environments.
The PM-SHRI (PM Schools for Rising India) scheme aims to upgrade existing schools into exemplar institutions. These schools showcase the implementation of National Education Policy 2020, offering high-quality learning environments, modern infrastructure, innovative pedagogy, and holistic student development to mentor neighboring schools.

98. (B) Per-child cost incurred by the State or actual fee charged, whichever is less.
Under Section 12(2) of the Right to Education Act 2009, private unaided schools offering free education to children from weaker sections under Section 12(1)(c) are reimbursed by the State. The reimbursement rate is equal to the per-child cost incurred by the State or actual school tuition fee, whichever is less.

99. (B) School Development Plan (SDP)
Section 22 of the Right to Education Act, 2009 mandates that every School Management Committee constituted under Section 21 shall prepare a School Development Plan. This plan forms the basis for government grants, infrastructure expansion, and educational planning for the school.

100. (C) 5 teachers
The Schedule to the Right to Education Act 2009 lays down teacher deployment norms for primary schools (Classes 1–5). For student enrollments between 121 and 150, the Act mandates five primary teachers. A Head Teacher is additionally sanctioned only when total enrollment exceeds 150 students.

101. (A) Maintaining regularity and punctuality in attending school
Section 24 of the Right to Education Act 2009 explicitly outlines statutory duties for school teachers. Key professional duties include maintaining regularity and punctuality in attending school, completing prescribed curriculum within specified timeframes, assessing student learning abilities, holding regular parent meetings, and strictly refraining from engaging in private tuition activities.

102. (C) Section 29
Section 29 of the Right to Education Act, 2009 stipulates that the curriculum and evaluation procedures for elementary education shall be laid down by an academic authority specified by the appropriate Government. It emphasizes child-centered learning, continuous evaluation, and constitutional value integration.

103. (B) NCERT
Under Section 29 of the Right to Education Act, 2009, the Central Government designated the National Council of Educational Research and Training (NCERT) as the statutory National Academic Authority responsible for developing national curriculum frameworks and evaluation procedures for elementary education across India.

104. (A) Admitting children at academic year start or extended period, with no denial if admitted later.
Section 15 of the Right to Education Act, 2009 mandates that a child shall be admitted to school at the beginning of the academic year or within an extended period. Crucially, no child can be denied admission even if admitted after the extended period expires.

105. (A) Both A and R are true and R is the correct explanation of A
PARAKH was set up as a national assessment center under NEP 2020 to standardize evaluation parameters across Indian school boards. By establishing uniform guidelines, standard benchmarks, and skill-based evaluation frameworks, PARAKH effectively removes assessment disparities between different state and central examination boards.

106. (A) Balvatika, Grade 1, Grade 2, and Grade 3
Under the NIPUN Bharat Mission, specific target levels known as Lakshya are established for foundational literacy and numeracy. These goals span four sequential levels: Balvatika (pre-primary), Grade 1, Grade 2, and Grade 3, ensuring structured skill acquisition across early foundational learning stages.

107. (B) Multidisciplinary choices across subjects without rigid stream boundaries.
National Curriculum Framework for School Education 2023 advocates a major pedagogical shift in the Secondary Stage. It eliminates rigid stream boundaries between Science, Arts, and Commerce, offering students flexible, multidisciplinary subject combinations, semester choices, and deep conceptual engagement to foster critical thinking and creativity.

108. (D) Arthamaya Kosha (Financial Competency)
The National Curriculum Framework for Foundational Stage 2022 integrates the traditional concept of Panchakosha Vikas, covering five domains: Annamaya (physical), Pranamaya (life force), Manomaya (mental/emotional), Vijnanamaya (intellectual), and Anandamaya (spiritual/joyful). Financial

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statistical analysis, arithmetic computations, and standard deviations.

155. (A) I, II and III only
The Normal Probability Curve is bell-shaped, symmetrical, asymptotic to the baseline, and encloses a total area equal to 1.00. Statements I, II, and III are correct properties. Statement IV is incorrect because the mean, median, and mode coincide at a single central point.

156. (B) Negative Skewness
When a score distribution has a Mean (65) lower than its Median (70), the distribution is negatively skewed. In negative skewness, a few extremely low scores pull the arithmetic mean toward the left tail, placing the mean below the median and mode.

157. (B) Relatively flat-topped compared to a normal curve.
A platykurtic distribution possesses negative kurtosis relative to a standard normal distribution. It is characterized by a flat-topped peak and wide dispersion of scores across the range, reflecting greater score variance and a less centralized concentration of values around the mean.

158. (B) 63
The Range measures the overall spread of a dataset and is calculated as the difference between the highest score and the lowest score. In the given set (34, 88, 45, 92, 56, 29, 71), subtracting 29 from 92 yields $92 - 29 = 63$.

159. (B) Quartile Deviation
The semi-interquartile range is synonymous with Quartile Deviation. It is defined as half the distance between the third quartile (Q_3) and the first quartile (Q_1), measuring the dispersion of the central fifty percent of observations in a frequency distribution.

160. (A) Branch X
Standard Deviation quantifies score dispersion around the mean. A lower Standard Deviation indicates that student scores cluster tightly around the average score. Branch X has the lowest Standard Deviation ($\sigma = 5$), demonstrating the highest score uniformity and consistency among the three branches.

MCQGPT

161. (A) $r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$
Karl Pearson's product-moment correlation coefficient (r) measures linear association between two variables. Using deviation scores $x = (X - \bar{X})$ and $y = (Y - \bar{Y})$, the formula is expressed as $r = \sum xy / \sqrt{\sum x^2 \sum y^2}$, providing a scale-independent correlation metric.

162. (A) $\rho = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$
Spearman's rank correlation coefficient (ρ) calculates correlation between ranked ordinal variables. The standard mathematical formula is $\rho = 1 - (6\sum D^2) / [N(N^2 - 1)]$, where D represents rank differences between paired observations and N is total sample size.

163. (B) There is no linear relationship between X and Y.
A correlation coefficient of $r = 0.00$ indicates the total absence of a linear relationship between variables X and Y. It implies that changes in one variable provide no linear basis for predicting changes in the other, though non-linear relationships could still exist.

164. (B) Median
In graphical statistical analysis, plotting both the 'less-than' and 'more-than' cumulative frequency ogives on the same coordinate axes produces an intersection point. Dropping a vertical line from this intersection point to the horizontal axis gives the exact value of the Median.

165. (A) Both A and R are true and R is the correct explanation of A
Continuous and Comprehensive Evaluation evaluates both scholastic and co-scholastic domains throughout the academic year. Statement R correctly explains Assertion A, as evaluating life skills, attitudes, values, and co-curricular activities is essential for fostering well-rounded, holistic personality development in school students.

166. (B) Governments to ensure admission, attendance, and elementary completion for ages 6–14.
Under Article 21A, the legal term 'compulsory education' imposes a statutory obligation on appropriate governments and local authorities. They are legally bound to ensure free admission, regular attendance, and successful completion of

120. (A) As school attendance increases, the dropout rate decreases.
A negative correlation coefficient $(r = -0.75)$ indicates an inverse linear relationship between two variables. In this scenario, high student attendance is associated with low dropout rates, meaning that as student attendance systematically increases, school dropout rates decrease significantly.

121. (B) 25.0
For a grouped frequency distribution, Median is calculated as $L + [((N/2) - F)/f] \times h$. Here, $\frac{N}{2} = 15$. The median class is 20–30 $(L = 20, F = 10, f = 10, h = 10)$. Substituting values gives $20 + [(15 - 10)/10] \times 10 = 20 + 5 = 25.0$.

122. (C) Standard Deviation
Standard Deviation is defined mathematically as the positive square root of the arithmetic mean of the squared deviations of individual scores from their arithmetic mean. It is the most robust parametric measure of variability in statistical data analysis.

123. (A) $+1.0$
A Z-score is calculated using $Z = (X - \mu)/\sigma$. Given a raw score $X = 115$, population mean $\mu = 100$, and standard deviation $\sigma = 15$, substituting values gives $\frac{115 - 100}{1} 5 = 1\frac{5}{1} 5 = +1.0$.

124. (A) 35
The transformation formula for T-scores is $T = 50 + 10(Z)$. Given a Z-score of -1.5, substituting this value into the equation yields $T = 50 + 10(-1.5) = 50 - 15 = 35$. Thus, $Z = -1.5$ converts to $T = 35$.

125. (A) Both A and R are true and R is the correct explanation of A
In a negatively skewed distribution, a few extremely low scores fall into the left-side tail. Because the arithmetic mean is sensitive to extreme values, these low scores pull the mean downward, resulting in a mean value lower than the median, making statement R the correct rationale.

126. (B) Grouped Bar Chart
A Grouped Bar Chart displays two or more categorical data series side-by-side within discrete categories on the horizontal axis. This arrangement allows direct visual comparison across multiple sub-groups, such as comparing male and female enrollment figures across different academic grades.

127. (B) Upper class boundaries against cumulative frequencies.
An Ogive curve, or cumulative frequency polygon, is constructed by plotting class boundaries on the horizontal axis against cumulative frequencies on the vertical axis. The 'less-than' ogive plots upper class boundaries against cumulative frequencies, producing a smooth S-shaped curve.

128. (B) 95.44%
Under a Standard Normal Probability Curve, score distribution follows fixed standard deviation units. Exactly 95.44% of the total area under the normal curve lies within two standard deviations above and below the mean, bounded between $\mu - 2\sigma$ and $\mu + 2\sigma$.

129. (B) More peaked and slender than a normal distribution.
A leptokurtic distribution exhibits high positive kurtosis compared to a standard normal mesokurtic curve. It features a higher, narrower peak with scores heavily concentrated around the center and thicker distribution tails, reflecting low overall score dispersion near the mode.

130. (A) I and II only
Mean Deviation is the average of absolute deviations from a central tendency, and Variance is the square of standard deviation. However, Range is the difference between maximum and minimum scores, whereas the interquartile range represents the difference between upper and lower quartiles.

MCQGPT

131. (C) 86th Amendment Act
Article 51A(k) was incorporated into Part IV-A of the Indian Constitution by the Eighty-sixth Constitutional Amendment Act of 2002. It establishes a fundamental duty for parents or guardians to provide educational opportunities to their children between six and fourteen years of age.

132. (C) 1956
The University Grants Commission was formally established as a statutory regulatory body by an Act of Parliament in 1956. It is responsible for coordinating, determining, and maintaining standards of university education, as well as

disbursing central grants to higher education institutions across India.

133. (A) Sampurnanand Committee
The Emotional Integration Committee was appointed by the Ministry of Education in 1961 under the chairmanship of Dr. Sampurnanand. The committee studied youth reorientation and recommended educational measures, school programs, and curricular activities to foster national integration and emotional unity among students.

134. (B) High-speed broadband internet and smart digital boards in all primary rooms.
Operation Blackboard was initiated under NPE 1986 to ensure basic physical infrastructure in primary schools. Mandatory items included two all-weather usable classrooms, essential teaching-learning equipment like maps and blackboards, and at least two teachers. High-speed broadband and smart boards were not included in this 1980s scheme.

135. (D) I, II, III and IV
National Education Policy 2020 introduces a 5+3+3+4 school curriculum structure: Foundational Stage covers 5 years (ages 3–8), Preparatory Stage spans 3 years (ages 8–11), Middle Stage spans 3 years (ages 11–14), and Secondary Stage spans 4 years (ages 14–18), covering preschool to Grade 12.

136. (A) Digitally storing academic credits to facilitate multiple entry and exit options.
The Academic Bank of Credits is a digital repository established under National Education Policy 2020. It securely stores academic credits earned by students from recognized higher education institutions, facilitating credit transfer and enabling flexible multiple entry and exit options across degree programs.

137. (B) Section 16
Prior to its 2019 legislative amendment, Section 16 of the Right to Education Act, 2009 contained the original statutory no-detention policy. It explicitly provided that no child admitted to a school shall be held back in any class or expelled until completion of elementary education.

138. (A) Prohibiting non-educational deployment except for decennial census, disaster relief, and elections.
Section 27 of the Right to Education Act 2009 protects instructional time by strictly prohibiting the deployment of teachers for non-educational duties. The Act permits deployment only for three statutory exceptions: decennial population census, disaster relief duties, and duties relating to elections.

139. (D) Mandating quarterly paper-pencil exams to rank students.
Section 29 of the Right to Education Act 2009 outlines curriculum and evaluation principles, emphasizing child-centered learning, trauma-free environments, constitutional values, and continuous evaluation. Mandating paper-pencil exams to rank students contradicts these principles, as the Act rejects formal ranking and high-stakes testing.

140. (B) Refuse the request, as Section 27 prohibits non-educational duties outside census, relief, and elections.
Section 27 of the Right to Education Act 2009 prohibits deploying government school teachers for non-educational tasks outside specified legal exemptions. Tax collection is not an exempted duty. Therefore, the Principal must refuse the municipal request to preserve teacher instructional hours for classroom learning.

141. (B) Samagra Shiksha
The NIPUN Bharat Mission for foundational literacy and numeracy was launched in July 2021 under the Ministry of Education's flagship overarching scheme, Samagra Shiksha. It provides administrative guidelines, funding support, and pedagogical frameworks to achieve universal foundational learning targets across states.

142. (B) Modular board examinations offered twice a year to reduce stress.
National Curriculum Framework for School Education 2023 restructures secondary stage evaluation. To eliminate high-stakes exam pressure, it proposes offering modular board examinations twice a year, allowing students to retain their best performance and take exams in subjects as they complete course modules.

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143. (B) Anecdotal Record
An Anecdotal Record is a qualitative evaluation tool consisting of brief, objective written descriptions of significant student behaviors or incidents observed in natural school settings. Teachers record these factual observations over time to systematically evaluate socio-emotional growth, social interaction patterns, and personal student development in informal contexts.

144. (C) Categorization into mutually exclusive classes and counting frequencies.
The nominal scale represents the lowest level of measurement, where numbers or labels are assigned solely to categorize objects into mutually exclusive, non-ordered classes. Mathematical operations like addition or ranking are invalid on nominal data, restricting statistical analysis to counting category frequencies.

145. (A) Both A and R are true and R is the correct explanation of A
Reliability is a necessary pre-condition for test validity, but it is not sufficient. An assessment instrument can yield highly consistent results over repeated measurements (high reliability) while systematically measuring an incorrect construct, making the test invalid for its intended evaluation purpose.

146. (C) Equal numerical distance between scale points.
An Interval Scale differs fundamentally from an Ordinal Scale because it possesses equal distances between adjacent numerical points. While ordinal scales provide relative ranks without uniform spacing, interval scales measure precise, standardized differences between scores, though lacking a true absolute zero point.

147. (C) An absolute, non-arbitrary true zero point.
A Ratio Scale represents the highest level of measurement, possessing all properties of an interval scale along with an absolute, non-arbitrary true zero point. This true zero signifies complete absence of the measured trait, permitting meaningful multiplication, division, and ratio calculations between scores.

148. (A) Distractors attract examinees who lack knowledge, especially in the lower group.
Distractor efficiency analysis in multiple-choice item evaluation examines how effectively incorrect options function. A distractor is effective when it appears plausible and attracts examinees who lack subject mastery, drawing significantly more responses from the lower-scoring student group than from the high-achieving group.

149. (A) $+0.47$
The Discrimination Index (d) is calculated using $d = \frac{R_U - R_L}{n}$. Given 24 correct responses in the upper group $(R_U = 24)$, 10 in the lower group $(R_L = 10)$, and sample size $n = 30$, substituting values gives $\frac{24-10}{3}0 = 1\frac{4}{3}0 = +0.47$.

150. (A) I and II only
Standard Error of Measurement estimates test score variability around an individual's true score due to measurement error. SEM is inversely related to test reliability $(SEM = S_x\sqrt{1 - r_{xx}})$; thus, higher test reliability results in a smaller standard error of measurement.

MCQGPT

151. (B) Kuder-Richardson Formula 20 (KR-20)
The Kuder-Richardson Formula 20 (KR-20) is designed specifically to estimate the internal consistency reliability of tests containing dichotomously scored items (graded 0 or 1). It is applicable when items vary in difficulty, providing a robust measure of inter-item consistency.

152. (B) Objectivity
When test scoring is influenced by evaluator bias, subjective impressions, or inconsistent marking criteria, the assessment lacks objectivity. Objectivity requires that a student response receives the exact same score regardless of who evaluates it, ensuring standardized and unbiased scoring across evaluators.

153. (B) Transforming raw scores into relative measures against a reference population.
Developing percentile norms transforms raw test scores into relative measures that indicate an individual's position within a normative reference group. Percentile norms show the percentage of group members who scored at or below a given raw score, enabling meaningful standardized comparison.

154. (C) Interval or Ratio scales
Continuous variables such as height, weight, time, and standardized test scores possess continuous numerical properties with equal intervals or true zero points. Consequently, they are measured on interval or ratio scales, enabling parametric

evaluator subjectivity and personal scoring bias, ensuring that different qualified raters assign identical scores to the same student response, thereby maximizing scoring consistency and objectivity across test administrations.

178. (B) Systematic analysis of curriculum objectives by subject experts.
Content validity evaluates how comprehensively a test samples the targeted subject domain or curriculum content. It is established qualitatively through systematic review by subject matter experts, who analyze test items against prescribed instructional objectives, curriculum blueprints, and course syllabi to ensure full representative coverage of taught material.

179. (B) Ipsative / Growth-based assessment
Comparing a student's post-intervention scores directly against their own baseline performance is an ipsative or growth-based assessment approach. It evaluates individual progress over time, measuring specific learning gains resulting from an educational intervention rather than comparing student performance against normative peer groups or absolute external passing benchmarks.

180. (B) Performance-based / Authentic Assessment
Performance-based or authentic assessment requires students to actively apply knowledge and skills to perform real-world tasks, such as building science models or creating financial spreadsheets. It evaluates higher-order thinking, practical problem-solving, and domain mastery, moving beyond simple facts recall measured by traditional paper-pencil examinations.

181. (B) Only 10% answered correctly, making the item very difficult.
The Difficulty Index (p-value) represents the proportion of examinees answering an item correctly. A p-value of 0.10 indicates that only ten percent of total test takers succeeded, signifying that the test question is very difficult for the evaluated student group and requires careful item review.

182. (B) 12
The Mode is the score that appears with the greatest frequency in an ungrouped dataset. In the given set of numbers (5, 8, 12, 15, 12, 18, 12, 20, 8), the value 12 occurs three times, which is more frequent than any other value.

183. (B) 30
The Arithmetic Mean is computed by summing all values and dividing by the count of observations. For the values 10, 20, 30, 40, and 50, the total sum is 150. Dividing 150 by 5 yields an arithmetic mean of 30.

184. (B) Mean increases by 5; Standard Deviation is unchanged.
Adding a constant scalar value ($K = 5$) to every score shifts the entire score distribution along the baseline. Consequently, the Arithmetic Mean increases by exactly 5. However, because relative distances between individual scores remain unchanged, the Standard Deviation, which measures dispersion, remains completely unaffected by scalar addition.

185. (A) Both A and R are true and R is the correct explanation of A
Adding a constant value to every score shifts the mean by that exact constant, leaving individual deviations from the mean ($(X - \bar{X})$) unchanged. Because standard deviation depends solely on these deviations, its value remains unaffected, making Reason R the correct explanation of Assertion A.

186. (B) Twice the original standard deviation
Multiplying every score in a distribution by a constant factor ($K = 2$) scales both the central tendency and the score spread by that factor. Consequently, individual score deviations from the mean double, causing the new Standard Deviation to become twice the original value.

187. (A) 0
A Standard Normal Distribution (Z-distribution) is a theoretical symmetrical normal curve centered at zero. By transforming raw scores into standard Z-scores using $Z = (X - \mu)/\sigma$, the arithmetic mean of the resulting standardized score distribution is always fixed at exactly zero across statistical applications.

188. (B) 1
The Standard Normal Distribution (Z-distribution) is defined by fixed standard statistical parameters. Converting raw scores into standard Z-scores sets the distribution arithmetic mean to zero and the Standard Deviation to exactly one, facilitating standardized normal distribution analysis and score comparisons across different measurement units and scales.

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elementary education for all children in the six to fourteen age group.

167. (B) Article 26
Article 26 of the Constitution of India guarantees fundamental freedom of religious affairs under Part III. It explicitly grants every religious denomination or section the right to establish and maintain institutions for religious and charitable purposes, manage its internal religious affairs, and acquire and administer moveable and immovable property.

168. (B) Regional language or mother tongue, with options for federal language and English.
The Radhakrishnan Commission (1948–49) recommended that the medium of instruction in higher education should transition to regional languages or mother tongue. It also advised developing federal language resources and retaining English to maintain international academic connections and scientific literature access.

169. (B) 8 years of Primary/Middle plus 4 years of Higher Secondary school.
The Secondary Education Commission (1952–53) chaired by Dr. A.L. Mudaliar recommended restructuring secondary education. It proposed a pattern consisting of eight years of primary or middle education followed by four years of higher secondary education, incorporating diversified multipurpose courses.

170. (A) I and II only
National Policy on Education 1986 stressed educational equity, giving priority attention to Scheduled Castes, Scheduled Tribes, and women's empowerment as essential agents for social change. Total privatization of primary schools was not recommended, as public primary education expansion remained a core national priority.

171. (B) Ages 3 to 18 years
The 5+3+3+4 school structure introduced by National Education Policy 2020 covers children aged three to eighteen years. It integrates three years of early childhood care and education (ages 3–6) into the formal educational framework, spanning foundational, preparatory, middle, and secondary stages.

172. (B) Home language, mother tongue, or local regional language.
National Education Policy 2020 mandates that, wherever possible, the medium of instruction up to Grade 5, and preferably until Grade 8 and beyond, shall be the home language, mother tongue, or local regional language, enhancing foundational learning comprehension and language acquisition.

173. (B) 6 to 18 years
Under the Right to Education Act, 2009 read with the Rights of Persons with Disabilities Act, 2016, the statutory age group for free and compulsory education is extended for children with benchmark disabilities to cover ages six to eighteen years, ensuring inclusive educational access.

174. (A) Central Government and State Governments
Section 7 of the Right to Education Act, 2009 governs financial provisions. It establishes that the Central Government and State Governments share concurrent financial responsibility for implementing the Act, with the Centre preparing estimates and providing grants-in-aid to states based on agreed sharing ratios.

175. (A) I, II and III only
Section 21 of the RTE Act mandates School Management Committees comprising parents, local authority representatives, and teachers, with at least 50% women. SMCs monitor school functioning and prepare School Development Plans. Statement IV is incorrect because SMC members serve voluntarily without receiving monthly salaries.

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176. (B) Assigning numerical values to traits according to specified rules.
Measurement in education and psychology is formally defined as the systematic process of assigning numerical values or symbols to human attributes, traits, or academic achievements according to explicit, consistent rules. It yields quantitative data without making qualitative value judgments regarding the intrinsic worth or quality of performance.

177. (B) Eliminating scorer bias through a single predetermined correct answer.
An objective test item is designed with a single predetermined correct answer or restricted scoring key. This structural feature eliminates

competency (Arthamaya) is not part of this ancient framework.

109. (B) Providing academic support and continuous teacher training at the district level.
District Institutes of Education and Training (DIETs) were established following the National Policy on Education 1986 recommendations. Located at the district level, DIETs provide academic support, resource materials, and continuous pre-service and in-service training to primary and upper primary school teachers and educational administrators.

110. (B) I and III only
Formative assessment is an ongoing diagnostic evaluation process conducted during instruction. Its primary purpose is to identify student learning gaps and assist teachers in adapting pedagogical strategies in real time. Final letter grading, certification, and pass/fail decisions are administrative functions of summative assessment, not formative assessment mechanisms.

111. (B) Purpose, which focuses on identifying specific learning gaps and conceptual weaknesses.
A diagnostic test differs fundamentally from an achievement test in its core purpose. While achievement tests measure broad mastery of learned content, diagnostic tests analyze specific, persistent learning difficulties and conceptual misconceptions, providing detailed information required to plan targeted remedial instructional interventions.

112. (A) Placement Assessment
Placement assessment is conducted prior to instruction to evaluate entry behavior and prerequisite knowledge. It determines whether students possess the necessary background skills and readiness required for a course, enabling educators to place learners in appropriate instructional levels or curriculum streams.

113. (B) The superficial appearance that a test seems to measure what it purports to measure.
Face validity refers to the subjective, superficial appearance of a test to examinees and non-expert observers. It reflects whether test items appear relevant, clear, and appropriate for measuring the intended construct on the surface, without relying on rigorous empirical or statistical validation procedures.

114. (C) Internal consistency among items
The Split-Half method evaluates the internal consistency of a test from a single administration. The assessment is divided into two equivalent halves, such as odd and even numbered items, and the correlation between scores on both halves is calculated to estimate overall internal reliability.

115. (A) I, II and IV only
Competency-Based Assessment focuses on clear observable learning outcomes and real-world application of knowledge, prioritizing demonstrated skill mastery over simple rote recall. It provides actionable diagnostic feedback to support continuous student learning and explicitly rejects norm-referenced bell-curve grading methods that evaluate individual performance relative to class peers.

116. (B) Clarity and unidimensionality principle
In test construction, stems containing double negatives or ambiguous phrasing create cognitive confusion unrelated to content knowledge. This defect violates the principles of item clarity and unidimensionality, compromising test validity by measuring reading comprehension tricks rather than targeted learning achievements.

117. (B) 0.00
The Discrimination Index (d) is calculated as $d = \frac{R_U - R_L}{n}$. Here, twenty upper group students $(R_U = 20)$ and twenty lower group students $(R_L = 20)$ answered correctly. Subtracting R_L from R_U gives 0, resulting in $d = 0.00$, which indicates zero discrimination.

118. (B) 0.60
The Difficulty Index (p) represents the proportion of examinees who answered an item correctly. It is calculated by dividing the number of correct responses by the total sample size $(p = \frac{R}{N})$. Here, 60 correct responses out of 100 students gives $6\frac{0}{1}00 = 0.60$.

119. (B) Pearson Product-Moment Correlation (r)
Pearson's Product-Moment Correlation Coefficient (r) is a standard parametric statistic that measures the strength and direction of a linear relationship between two continuous variables measured on interval or ratio scales. Its numerical coefficient ranges strictly between -1.00 and $+1.00$, providing quantitative analysis of continuous data relationships.

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189. (A) $+1.0$
The Z-score formula is $Z=(X-\mu)/\sigma$. Given a student's raw score $X=75$, class mean $\mu=60$, and standard deviation $\sigma=15$, substituting values gives $\frac{75-60}{1}5=1\frac{5}{1}5=+1.0$.

190. (D) I, II and III
All three statistical statements are correct: Variance is defined as the square of the standard deviation, Range is highly sensitive to extreme outliers, and the Interquartile Range (Q_3-Q_1) measures the dispersion of the central fifty percent of scores in a distribution.

191. (C) Symmetrical / Normal
When a frequency distribution has identical values for its Mean (50), Median (50), and Mode (50), and possesses zero skewness, the score distribution forms a perfectly symmetrical, bell-shaped normal curve centered at the common central tendency value, exhibiting balanced score dispersion across both distribution halves.

192. (A) Leptokurtic
A Leptokurtic distribution is characterized by high positive kurtosis. The distribution curve displays a sharp, slender peak with scores heavily concentrated around the central tendency, along with thick distribution tails, reflecting low dispersion among middle scores compared to a standard normal mesokurtic curve in measurement data.

193. (C) Interval or Ratio scale
Karl Pearson's product-moment correlation coefficient is a standard parametric statistical metric. It requires continuous variables measured on interval or ratio scales, assuming linear relationships and normal distribution properties to accurately quantify the strength and direction of quantitative association between two variables.

194. (B) 72.25%
The proportion of explained variance is calculated using the Coefficient of Determination (r^2). Given a correlation coefficient of $r=-0.85$, squaring -0.85 yields $r^2=0.7225$, which converted to a percentage indicates that 72.25% of the total variance in academic performance is explained by student absenteeism.

195. (A) I, II and III only
Rubrics are scoring tools using explicit criteria. Analytic rubrics evaluate task components separately, while holistic rubrics provide single overall scores. Statement IV is false because rubrics reduce evaluation subjectivity and increase scoring reliability by defining explicit, transparent performance descriptors across achievement levels for raters.

196. (B) Standardizing scores across exam shifts of varying difficulty.
In large multi-shift competitive examinations, raw scores are scaled or normalized to fit a standardized distribution curve. This statistical process adjusts for slight variations in exam difficulty across different testing sessions, ensuring fair, non-discriminatory evaluation and equitable candidate ranking regardless of the specific test shift administered.

197. (C) Section 9
Section 9 of the Right to Education Act, 2009 explicitly delineates the statutory duties of local authorities. These responsibilities include ensuring free and compulsory elementary education, maintaining accurate records of children residing within local jurisdiction, and monitoring school admissions, attendance, and successful completion for all eligible children.

198. (A) Within 1 kilometer
Under the rules framed pursuant to the Right to Education Act 2009, appropriate governments must establish primary schools covering Classes 1 to 5 within a maximum walking distance of one kilometer from the habitation of children, ensuring safe and accessible primary educational infrastructure across rural and urban habitations.

199. (B) Within 3 kilometers
Under the statutory rules of the Right to Education Act, 2009, state authorities are mandated to locate upper primary schools covering Classes 6 to 8 within a maximum walking distance of three kilometers from child habitations, ensuring accessible educational facilities for upper primary students across local regions.

200. (B) High variability indicating diverse student achievement levels.
A high standard deviation ($\sigma=25$) on a 100-mark test indicates wide dispersion and high variability in student achievement scores. Recognizing this academic heterogeneity, the Principal correctly decides to introduce differentiated remedial

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instruction to systematically address diverse learning needs and bridge achievement gaps within the classroom.

201. (C) Article 350A
Article 350A of the Constitution of India imposes a explicit directive on every State and local authority. It directs them to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups across all states and union territories.

202. (B) Hindi
Article 351 of the Constitution of India contains a special directive for the development of the Hindi language. It directs the Union Government to promote the spread and enrichment of Hindi so that it may serve as a medium of expression for all elements of the composite culture of India.

203. (A) Prof. D.P. Chattopadhyaya
The National Commission on Teachers I (for school teachers) was set up in 1983 under the chairmanship of Professor D.P. Chattopadhyaya. The commission made comprehensive recommendations regarding status, service conditions, pay scales, professional ethics, and teacher training frameworks to elevate school education standards across India.

204. (B) Jawahar Navodaya Vidyalayas
The National Policy on Education 1986 recommended establishing pace-setting residential schools in every district of India. These schools are officially known as Jawahar Navodaya Vidyalayas, designed to provide high quality education to talented rural children through central financial support, modern facilities, holistic development, and three-language instruction.

205. (A) Both A and R are true and R is the correct explanation of A
National Education Policy 2020 advocates shifting from periodic summative exams to continuous formative assessment. Statement R correctly explains Assertion A because formative evaluation provides continuous diagnostic insights that enable teachers to adjust instruction and foster higher-order critical thinking and problem-solving skills in students.

206. (B) Standard-setting body for assessment across school boards.
Under National Education Policy 2020, PARAKH is designed as a national assessment center and standard-setting body under NCERT. Its primary purpose is setting uniform criteria, norms, and guidelines for student assessment and evaluation across all recognized school boards in India, driving competency-based assessment reforms.

207. (C) Section 28
Section 28 of the Right to Education Act, 2009 strictly prohibits private tuition by school teachers. It explicitly lays down that no teacher shall engage himself or herself in private tuition or private teaching activity, ensuring dedicated professional focus on formal public school instruction and preventing conflicts of interest.

208. (C) Fine up to 10 times the capitation fee charged
Section 13(2)(a) of the Right to Education Act, 2009 prescribes strict monetary penalties for receiving capitation fees during child admission. Any school or person receiving capitation fees is legally punishable with a fine which may extend to ten times the capitation fee charged, eliminating illegal financial exactions in admissions.

209. (C) Both (A) and (B)
Section 13(2)(b) of the Right to Education Act, 2009 establishes statutory fines for subjecting children or parents to screening procedures during admission. The penalty includes a fine up to Rs. 25,000 for the first contravention and up to Rs. 50,000 for each subsequent contravention, protecting children from discriminatory selection.

210. (A) I and II only
NIPUN Bharat guidelines set specific foundational numeracy targets (Lakshya) for Grade 3 completion. Children should read and write numbers up to 9999 and perform simple addition and subtraction with numbers up to 999. Complex algebraic factorizations and calculus fall completely outside foundational primary curriculum expectations.

211. (B) Likert Attitude Scale
A Likert Attitude Scale is a psychometric measurement instrument designed to evaluate internal attitudes, beliefs, values, and feelings regarding specific social issues or academic subjects. Examinees respond to statements

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using scaled agreement options, providing quantifiable data on affective domain attributes that achievement tests cannot capture.

212. (B) Two equivalent forms of a test to the same group.
Parallel-Form Reliability (or Alternate-Form Reliability) is established by administering two distinct but equivalent forms of a test to the same group of individuals. Calculating the correlation coefficient between scores on both test forms measures score equivalence and test item consistency across alternate versions of an assessment instrument.

213. (B) Low achievers perform better than high achievers on the item.
Negative discrimination occurs when an item analysis reveals that examinees in the lower-scoring group answered a test question correctly more frequently than examinees in the higher-scoring group. This indicates item defects, such as ambiguous phrasing or incorrect answer keys, requiring item revision or rejection.

214. (A) First Quartile (Q_1)
In a continuous frequency distribution, the First Quartile (Q_1) is the exact point below which twenty-five percent of the total cases fall. It marks the lower quartile boundary, separating the lowest twenty-five percent of scores from the upper seventy-five percent in an ordered dataset.

215. (A) I, II and IV only
Correlation indicates linear association, not causation, and Pearson's r is invariant under linear transformations of scale and origin. Statement III is false because absolute numerical magnitude determines relationship strength; thus, an r value of -0.90 reflects a much stronger linear relationship than an r value of $+0.40$.

216. (C) $P_{\{75\}}$
The Third Quartile (Q_3) is the point in a distribution below which seventy-five percent of all score observations lie. Consequently, Q_3 corresponds exactly to the 75th percentile ($P_{\{75\}}$), marking the upper quartile boundary in standardized rank distribution analysis across educational and psychological testing datasets.

217. (B) Categorical / Nominal Data
Qualitative data such as gender, blood group, and school type represent non-numerical attributes. In educational statistics, these variables are classified under categorical or nominal scales, where numbers serve solely as labels for distinct, mutually exclusive categories without intrinsic order or arithmetic measurement value in statistical analysis.

218. (B) Total number of observations (N).
In a cumulative frequency distribution table, frequencies are accumulated sequentially across class intervals. By definition, the cumulative frequency of the final class interval encompasses all data points, making its numerical value exactly equal to the total number of observations (N) contained within the complete dataset analyzed.

219. (A) $\sigma = \sqrt{\frac{\sum(X-\bar{X})^2}{N}}$
Standard Deviation (σ) is defined mathematically as the square root of the arithmetic mean of squared deviations from the sample mean. The standard formula is $\sigma = \sqrt{\sum(X-\bar{X})^2/N}$, quantifying overall dispersion around the central tendency value in parametric statistics.

220. (B) Central Tendency Error
Central Tendency Error occurs when an evaluator consistently avoids assigning extreme high or low marks, rating almost all students in the middle range of a scoring scale regardless of actual performance variations. This rating bias distorts score variance and drastically reduces assessment discrimination power across student evaluation groups.

221. (C) Concurrent List (List III)
Under the Seventh Schedule of the Constitution of India, 'Vocational and technical training of labor' is explicitly listed under Entry 24 of List III (Concurrent List). This legal placement grants concurrent legislative competence to both Parliament and State Legislatures over technical and vocational labor training policies across the nation.

222. (B) Reducing syllabus load and reforming textbook learning.
The Yashpal Committee Report (1993), titled 'Learning Without Burden', analyzed the heavy academic load on school children. It recommended reducing syllabus overloads, reforming textbook content, eliminating rote memorization, and shifting toward meaningful

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(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

9. Which entry in the Union List (List I) of the Seventh Schedule relates to the coordination and determination of standards in institutions for higher education or research and scientific and technical institutions?
(A) Entry 63
(B) Entry 64
(C) Entry 65
(D) Entry 66

10. Under Article 30(1) of the Indian Constitution, all minorities, whether based on religion or language, have the right to:
(A) Demand complete funding from the State without statutory regulation
(B) Reserved seats in all government institutions without merit criteria
(C) Exemption from all state labor and service regulations
(D) Establish and administer educational institutions of their choice

11. Which Article of the Constitution prohibits discrimination in admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them?
(A) Article 15(1)
(B) Article 21A
(C) Article 29(2)
(D) Article 30(2)

12. Consider the following constitutional provisions related to educational upliftment:
I. Article 15(4) enables special provisions for the advancement of socially and educationally backward classes.
II. Article 15(5) allows reservation in educational institutions, including private aided and unaided institutions, except minority institutions.
III. Article 46 directs the State to protect weaker sections from social injustice and all forms of exploitation.
IV. Article 21A was introduced by the 42nd Constitutional Amendment Act.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, III and IV only
(C) II and IV only
(D) I, II, III and IV

13. Which Commission was appointed in 1948 to report on Indian University Education and suggest improvements to suit the future requirements of the country?
(A) Mudaliar Commission
(B) Kothari Commission
(C) Radhakrishnan Commission
(D) Hunter Commission

14. The Secondary Education Commission (1952–53), which recommended the introduction of a three-year secondary and a four-year higher secondary system, was chaired by:
(A) Dr. A.L. Mudaliar
(B) Dr. D.S. Kothari
(C) Dr. S. Radhakrishnan
(D) Dr. Zakir Husain

15. The Indian Education Commission (1964–66), popular as the Kothari Commission, recommended spending what percentage of the National Income on education?
(A) 3%
(B) 4%
(C) 6%
(D) 8%

16. A Principal of a Delhi Government Senior Secondary School notices that community participation in school management remains low despite structural notifications. To address this in alignment with statutory frameworks, the Principal evaluates the powers of the School Management Committee (SMC). Which action by the Principal complies with statutory rules under the RTE Act?
(A) Authorizing the SMC to select and appoint permanent school teaching staff directly
(B) Empowering the SMC to establish and alter final board examination passing standards
(C) Substituting SMC operational decisions for formal disciplinary procedures under service rules
(D) Utilizing the SMC to monitor school functioning and prepare the School Development Plan

17. The concept of 'Common School System' was forcefully advocated by which body to eliminate segregation between public and private education systems in India?

MCQGPT

234. (B) 68.26%
In a theoretical Standard Normal Distribution curve, the area under the curve follows fixed probability proportions. Exactly 68.26% of all scores fall within one standard deviation of the mean, corresponding directly to the score range bounded between $Z = -1.0$ and $Z = +1.0$ on the horizontal axis.

235. (C) III only
A negatively skewed distribution curve features a long tail pointing toward lower scores on the left and a high concentration of scores on the right. This distribution pattern indicates that the vast majority of candidates scored high marks, signifying an exceptionally easy test for the evaluated student group.

236. (B) 0.50
A Normal Probability Curve is perfectly symmetrical about its mean at $Z = 0$. The total area under the entire normal curve equals 1.00 (or 100%). Consequently, the area lying to the left of the mean, between $Z = -\infty$ and $Z = 0$, equals exactly 0.50 (50%).

237. (B) Section 16
Section 16 of the Right to Education Act, 2009 explicitly governs student retention and expulsion in elementary education. Prior to its 2019 amendment, it mandated the national no-detention policy, prohibiting holding back or expelling any child from school until the completion of elementary education across all recognized institutions.

238. (B) The person committing the contravention under service rules.
Section 17(1) of the RTE Act 2009 bans physical punishment and mental harassment of children in schools. Section 17(2) stipulates that whoever contravenes this provision shall be liable to disciplinary action under the service rules applicable to such person, holding the individual offender legally accountable for child protection violations.

239. (B) Two phases: Phase 1 (Classes 9–10) and Phase 2 (Classes 11–12).
The National Curriculum Framework for School Education 2023 divides the four-year Secondary Stage (Classes 9 to 12) into two distinct phases. Phase 1 covers Classes 9 and 10, providing broad multidisciplinary foundation courses, while Phase 2 covers Classes 11 and 12, offering deeper subject specialization.

240. (B) Halo effect / Handwriting bias
The Halo Effect occurs when an evaluator's perception of one positive attribute, such as neat handwriting, unconsciously influences their overall rating of an essay, causing them to overlook conceptual errors. This handwriting bias distorts objective evaluation and compromises scoring validity in open-ended essay assessments across student evaluation settings.

241. (B) Directive Principles of State Policy (Part IV)
Article 46 of the Constitution of India is situated in Part IV under the Directive Principles of State Policy. It explicitly directs the State to promote with special care the educational and economic interests of the weaker sections of the population, particularly Scheduled Castes and Scheduled Tribes, ensuring social protection.

242. (C) Kothari Commission
The Education Commission (1964–66), chaired by Dr. D.S. Kothari, strongly recommended introducing 'Work Experience' into the school curriculum. Work experience was conceptualized as purposeful participation in productive work at school or home, linking education directly with economic productivity, practical manual skills, and social usefulness nationwide.

243. (B) Teacher education institutional infrastructure.
The National Policy on Education 1986 emphasized strengthening teacher education infrastructure. It recommended establishing District Institutes of Education and Training (DIETs) for primary education, alongside Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) to provide high-quality pre-service and in-service secondary teacher training nationwide.

244. (B) NCERT
Under National Education Policy 2020, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is set up as a standard-setting national assessment body under the National Council of Educational Research and Training (NCERT), fulfilling national assessment guidance and student evaluation objectives across all school education boards.

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categorical data using separated bars. A pie chart illustrates the proportional contribution of each category to the whole. Therefore, all three statements correctly describe their respective graphical representations.

291. (B) +2.0
A Z-score indicates how many standard deviations a score lies above or below the mean. It is calculated using the formula Z = (X - Mean) ÷ Standard Deviation. For a score of 80, mean of 70, and standard deviation of 5, the Z-score is (80 - 70) ÷ 5 = +2.0.

292. (A) 30
A T-score is a standardized score with a mean of 50 and a standard deviation of 10. It is calculated using the formula T = 50 + 10Z. When the Z-score is -2.0, the corresponding T-score becomes 50 + (10 × -2) = 30, indicating performance below the average.

293. (B) 3
A mesokurtic distribution has the same degree of peakedness as the normal distribution. Its kurtosis coefficient (β_2) is equal to 3, which serves as the standard reference value. Distributions with β_2 greater than 3 are leptokurtic, while those with β_2 less than 3 are platykurtic.

294. (B) Ordinal Scale
Spearman's Rank Correlation coefficient is a non-parametric measure used to determine the strength and direction of association between variables measured on an ordinal scale. It is based on ranked data rather than actual values and is particularly useful when assumptions required for Pearson's correlation are not satisfied.

295. (A) I, II and III only
The Holistic Progress Card proposed under the National Education Policy 2020 provides a comprehensive 360-degree assessment of learners. It incorporates self-assessment, peer assessment, and teacher evaluation while tracking cognitive, affective, and psychomotor development. The policy promotes holistic growth and discourages public ranking of students based on academic performance.

296. (A) A Certificate of Recognition from the local authority.
Section 18 of the Right of Children to Free and Compulsory Education Act, 2009 mandates that no school, other than those established, owned, or controlled by the appropriate government or local authority, can be established or function without obtaining a Certificate of Recognition from the prescribed authority in accordance with the Act.

297. (C) 3 years
The National Education Policy 2020 recommends three years of Early Childhood Care and Education before Grade 1 as part of the five-year Foundational Stage. These three years, typically covering ages 3 to 6, emphasize play-based, activity-based, and discovery-oriented learning to build strong foundations in literacy, numeracy, and overall development.

298. (C) +1.00
A correlation coefficient of +1.00 represents a perfect positive linear relationship between two variables. It indicates that both variables increase together in exactly the same proportion without any deviation. Such a correlation reflects the strongest possible positive association in statistical analysis and predictive measurement.

299. (A) Perfect symmetry (Q_3 - Q_2 = Q_2 - Q_1)
A distribution is perfectly symmetrical when the median lies exactly midway between the first and third quartiles. Here, Q_3 - Q_2 = 70 - 50 = 20 and Q_2 - Q_1 = 50 - 30 = 20. Equal quartile distances indicate the absence of skewness and a symmetrical distribution.

300. (C) Pie Chart
A pie chart is most appropriate for displaying the proportional distribution of categories as parts of a whole. It represents each category as a sector of a circle, with the angle or area corresponding to its percentage share. This makes it especially useful for presenting grade distributions in annual school reports.

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256. (B) Assessing student development continuously to reduce examination stress.
The primary objective of Continuous and Comprehensive Evaluation is to assess all aspects of student growth continuously throughout the academic session. By integrating continuous formative feedback and reducing reliance on high-stakes end-of-year examinations, CCE aims to diminish examination anxiety and foster well-rounded, holistic child development across schools.

257. (B) 16
To compute the Median for an even dataset (5, 8, 12, 14, 18, 22, 25, 30), the data is first ordered sequentially. The two central values are 14 and 18. Taking their arithmetic average gives $\frac{14+18}{2} = 3\frac{2}{2} = 16$, representing the median.

258. (B) 25.0
The sum of 10 observations with a mean of 25 is $10 \times 25 = 250$. Removing one observation equal to 25 leaves a remaining total sum of $250 - 25 = 225$ across 9 observations. Dividing 225 by 9 yields a new arithmetic mean of exactly 25.0 in calculation.

259. (B) 10
The semi-interquartile range or Quartile Deviation (Q) is calculated using the standard formula $Q = \frac{Q_3 - Q_1}{2}$. Given third quartile $Q_3 = 60$ and first quartile $Q_1 = 40$, substituting values gives $Q = \frac{60-40}{2} = 2\frac{0}{2} = 10$.

260. (B) Test B scores exhibit three times greater dispersion than Test A.
Standard deviation quantifies the dispersion of test scores around the arithmetic mean. Test B has a standard deviation of 15, while Test A has a standard deviation of 5. Comparing $1\frac{5}{5} = 3$ shows that Test B exhibits three times greater score spread and dispersion relative to Test A.

261. (A) All children residing in India aged 6 to 14 years.
Article 21A of the Constitution mandates that the State shall provide free and compulsory education to all children aged six to fourteen years. This fundamental constitutional guarantee applies universally to every child residing within the territory of India without discrimination based on socio-economic background, gender, or residential status.

262. (B) Dr. A. Lakshmanaswami Mudaliar
The Secondary Education Commission (1952–53) was appointed by the Government of India under the chairmanship of Dr. Arcot Lakshmanaswami Mudaliar. The commission investigated secondary education structural patterns, recommending multipurpose schools, technical courses, and organizational reforms to modernize secondary schooling across post-independence Indian states.

263. (A) Providing quality education to talented rural children.
The National Policy on Education 1986 emphasized establishing Navodaya Vidyalayas as specialized pace-setting institutions. Their core objective is to provide high-quality modern education to talented children from rural areas, offering free board, lodging, and quality schooling to promote rural talent regardless of socio-economic limitations.

264. (B) 2030
National Education Policy 2020 sets a strategic target to achieve a 100 percent Gross Enrolment Ratio in school education, from preschool through secondary level, by the year 2030. This initiative aims to ensure universal access, eliminate school dropouts, and retain all children within formal education systems nationwide.

265. (A) Both A and R are true and R is the correct explanation of A
Section 17 of the Right to Education Act 2009 prohibits physical punishment and mental harassment in schools. Statement R correctly provides the rationale for Assertion A, as corporal punishment inflicts psychological trauma, damages emotional well-being, and violates the fundamental right to human dignity under Article 21 of the Indian Constitution.

266. (C) Private unaided and specified category schools.
Section 12(1)(c) of the Right to Education Act, 2009 applies specifically to non-aided private schools and specified category schools. It mandates that these institutions admit at least 25% of their entry-class students from weaker sections and disadvantaged groups, providing free elementary education with state reimbursement.

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245. (A) Both A and R are true and R is the correct explanation of A
Percentile ranks do not form equal intervals because raw score units vary across normal bell curves. Statement R correctly explains Assertion A, as percentile ranks cluster densely near the distribution center, exaggerating small central score differences while compressing large raw score variations at the distribution extremes.

246. (A) Pupil-Teacher Ratio (PTR)
Section 25 of the Right to Education Act, 2009 governs the Pupil-Teacher Ratio in schools. It mandates that within three years of the Act's commencement, appropriate governments and local authorities must ensure that the prescribed ratio of teachers to students is maintained across all elementary schools.

247. (B) 200 days
The Schedule to the Right to Education Act, 2009 prescribes minimum structural standards for primary schools covering Classes 1 to 5. Primary schools are legally required to function for at least two hundred working days per academic year, delivering a minimum of eight hundred instructional hours for young primary learners.

248. (B) 220 days
The Schedule to the Right to Education Act, 2009 specifies normative operating guidelines for upper primary schools covering Classes 6 to 8. Upper primary institutions are required to operate for at least two hundred and twenty working days per academic year, providing one thousand instructional hours for upper primary students.

249. (C) 45 hours
The Schedule to the Right to Education Act, 2009 stipulates minimum workload standards for teachers. A teacher is legally required to complete at least forty-five teaching and preparation hours per week, ensuring adequate time for classroom instruction, lesson planning, student learning assessment, and remedial guidance across schools.

250. (D) I, II and III
All three statistical pairs are correctly matched: a standard Z-score has a mean of 0 and SD of 1, a standard T-score has a mean of 50 and SD of 10, and Percentile Rank represents the exact percentage of scores falling at or below a given raw score in a distribution.

251. (B) Ordinal
Class academic ranks (such as 1st, 2nd, or 3rd position) represent data measured on an Ordinal Scale. Ordinal measurement indicates relative order or rank among individuals based on academic performance, but does not provide equal numerical intervals between adjacent ranks or an absolute zero reference point in data analysis.

252. (C) Interval scale
Temperature measured on the Celsius scale is an example of an Interval Scale. It features equal intervals between degree increments, allowing precise comparison of temperature differences, but lacks an absolute zero point, as zero degrees Celsius represents an arbitrary freezing point rather than complete absence of heat.

253. (B) Ease of administration, time economy, and scoring clarity.
The usability or practicality of an assessment instrument refers to its operational feasibility in real-world educational settings. It encompasses administrative factors such as ease of administration, time efficiency, cost-effectiveness, clear scoring guides, and overall ease of score interpretation for teachers, evaluators, and school administrators.

MCQGPT

254. (A) Remember → Understand → Apply → Analyze → Evaluate → Create
Bloom's Revised Taxonomy arranges cognitive domain objectives in a six-level hierarchy of increasing complexity: Remember, Understand, Apply, Analyze, Evaluate, and Create. Test blueprints use this standardized taxonomy framework to ensure balanced cognitive assessment across both lower-order foundational recall and higher-order critical thinking skills in educational testing.

255. (A) I only
The formula $p = (R/N) \times 100$ calculates the Item Difficulty Index (p), where R represents the number of correct examinee responses and N is the total number of examinees taking the test, expressing the overall proportion of correct answers as a standardized percentage in item analysis.

and down to the horizontal axis, the exact value of the Median can be determined graphically from the score axis.

280. (B) Generosity / Leniency Error
Generosity or leniency error is an evaluation bias in which an assessor consistently awards higher marks than warranted to most or all students. This systematic bias reduces score discrimination, affects the validity of assessment results, and may lead to inaccurate judgments about students' actual achievement and learning outcomes.

281. (A) Education, technical education, medical education and universities.
Entry 25 of List III (Concurrent List) in the Seventh Schedule of the Constitution of India covers education, including technical education, medical education, universities, vocational training, and related subjects. Being in the Concurrent List enables both Parliament and State Legislatures to enact laws, subject to the constitutional provisions governing legislative competence.

282. (A) Education and National Development
The Kothari Commission (1964–66), officially titled "Education and National Development," was established to recommend comprehensive reforms in the Indian education system. Its report emphasized equal educational opportunities, quality improvement, national integration, and the common school system, laying the foundation for the National Policy on Education, 1968.

283. (A) DIKSHA
The National Education Policy 2020 recommends developing a national repository of high-quality resources for Foundational Literacy and Numeracy on the DIKSHA platform. DIKSHA provides digital teaching-learning materials, assessments, and teacher resources, supporting effective implementation of the NIPUN Bharat Mission and strengthening foundational learning across schools.

284. (B) Government of National Capital Territory of Delhi.
Under the Right of Children to Free and Compulsory Education Act, 2009, the "Appropriate Government" for a school established by the Government of the National Capital Territory of Delhi is the GNCTD. It is responsible for implementing the Act, ensuring compliance, and fulfilling statutory obligations relating to elementary education.

285. (A) Both A and R are true and R is the correct explanation of A
The split-half method can overestimate reliability for speed tests because the items are generally easy, and differences arise mainly from the number of items attempted within the time limit. As examinees answer nearly all attempted items correctly, both halves show artificially high agreement, leading to an inflated estimate of reliability.

286. (A) Formative evaluation
Formative evaluation is conducted during the teaching-learning process to monitor student progress and provide continuous feedback for improvement. It helps teachers identify learning gaps, modify instructional strategies, and support students in achieving course objectives. This evaluation emphasizes ongoing learning rather than final certification or grading.

287. (B) Optimal for maximizing score variance and discrimination.
An item with a difficulty index of 0.50 is considered ideal in norm-referenced testing because approximately half the students answer it correctly. Such items maximize score variance and generally possess better discrimination, enabling the test to distinguish effectively between high-performing and low-performing examinees.

288. (A) 37
The range is the simplest measure of dispersion and is calculated by subtracting the smallest value from the largest value in a dataset. For the numbers 14, 25, 38, 12, 49, and 19, the highest value is 49 and the lowest is 12. Therefore, the range is 37.

289. (B) 16
The arithmetic mean is obtained by dividing the sum of all observations by the total number of observations. For the values 8, 12, 16, 20, and 24, the sum is 80 and the number of observations is 5. Hence, the arithmetic mean equals 16.

290. (D) I, II and III
A histogram is used to represent continuous frequency distributions with adjoining bars, whereas a bar diagram represents discrete or

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267. (A) Foundational Literacy and Numeracy
In the context of the NIPUN Bharat Mission launched by the Ministry of Education, the acronym FLN stands for Foundational Literacy and Numeracy. It represents basic reading, writing, and foundational arithmetic competencies that children must acquire during early primary education grades up to Grade 3 across schools.

268. (C) NCF 2005
The National Curriculum Framework 2005, published by NCERT, established five guiding principles for curriculum development. The foremost guiding principle explicitly advocates connecting knowledge to life outside the school, ensuring that learning extends beyond classroom textbooks and integrates with real-world experiences for holistic student growth.

269. (A) $SEM = S_x\sqrt{1 - r_{xx}}$
The Standard Error of Measurement (SEM) quantifies test score variation due to measurement error. It is calculated using the formula $SEM = S_x\sqrt{1 - r_{xx}}$, where S_x represents the test standard deviation and $r_{\times\}}$ denotes the test reliability coefficient in educational testing statistics.

270. (B) II and III only
Statements II and III are correct: Aptitude tests predict an individual's future capacity or potential to learn new skills, and the Differential Aptitude Test (DAT) is a standard aptitude battery. Statement I is false because tests measuring present performance and learned content are achievement tests, not future-oriented aptitude tests.

271. (A) Very easy
An item difficulty index of $p = 0.95$ indicates that ninety-five percent of examinees answered the test question correctly. In item analysis, a p-value close to 1.00 signifies that the test item is very easy for the evaluated group, providing minimal score discrimination in testing.

272. (C) Mode
In descriptive statistics, the Mode is defined as the score value or category that appears with the highest frequency in a data set. On a frequency distribution curve, the mode represents the highest peak, indicating the most common observation in the data set analyzed.

273. (A) 0
Standard deviation measures score dispersion around the arithmetic mean. In a data set where all scores are identical (10, 10, 10, 10, 10), the mean is 10, and every individual deviation from the mean is zero. Consequently, the Standard Deviation equals exactly zero in calculation.

274. (C) 60
The relationship between raw scores and Z-scores is given by $X = \mu + Z(\sigma)$. Given population mean $\mu = 50$, standard deviation $\sigma = 10$, and $Z = +1.0$, substituting values gives $X = 50 + (1.0)(10) = 50 + 10 = 60$ raw score.

275. (A) I, II and IV only
T-scores are linear score transformations defined with a fixed mean of 50 and standard deviation of 10, calculated as $T = 50 + 10(Z)$. Statement III is incorrect because T-scores are specifically designed to eliminate negative values, yielding positive whole numbers in practice across distributions.

276. (B) 50.00%
A Standard Normal Probability Curve is perfectly symmetrical about its mean at $Z = 0$. The total area under the curve equals 100%. Because the mean bisects the curve into two equal halves, exactly 50.00% of the total area falls above $Z = 0$ on the baseline.

277. (B) Most scores are concentrated at the lower end, with a tail pointing right.
A positively skewed distribution occurs when most student scores cluster at the lower end of the score scale, while a few high scores extend the distribution tail toward the right side. This shape indicates that the assessment task was difficult for most test takers in the group.

278. (C) Linear
Karl Pearson's product-moment correlation coefficient (r) is a parametric correlation metric built on the fundamental assumption of linearity. It assumes that the relationship between two continuous variables can be described accurately by a straight line, measuring the degree to which scores co-vary linearly across data.

279. (B) Median
An Ogive curve represents a cumulative frequency distribution graphically. By locating the 50th percentile mark on the cumulative frequency vertical axis and projecting to the Ogive curve

CHAPTER 09

Grading Systems and Reporting

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1. Under Article 21A of the Constitution of India, the State is mandated to provide free and compulsory education to all children of which age group?
(A) 3 to 6 years
(B) 6 to 14 years
(C) 6 to 18 years
(D) 3 to 18 years

2. Which Constitutional Amendment Act inserted Article 21A into the Constitution of India, making free and compulsory education a Fundamental Right?
(A) 42nd Amendment Act, 1976
(B) 73rd Amendment Act, 1992
(C) 86th Amendment Act, 2002
(D) 93rd Amendment Act, 2005

3. Article 45 of the Directive Principles of State Policy, as amended by the 86th Constitutional Amendment Act, 2002, directs the State to endeavor to provide early childhood care and education for all children until they complete what age?
(A) 5 years
(B) 6 years
(C) 8 years
(D) 14 years

4. Article 46 of the Constitution of India casts a special obligation on the State to promote with special care the educational and economic interests of which section of society?
(A) Scheduled Castes, Scheduled Tribes, and other weaker sections
(B) Linguistic and religious minority communities across all states
(C) Economically weaker sections working within unorganized sectors
(D) Children with special educational needs residing in rural regions

5. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): Article 51A(k) imposes a fundamental duty on every citizen of India who is a parent or guardian to provide opportunities for education to his child or ward between the age of six and fourteen years.
Reason (R): Fundamental Duties under Article 51A are legally enforceable through direct administrative writs issued by the Directorate of Education without statutory enablement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Which Constitutional provision mandates that it shall be the endeavor of every State and local authority to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups?
(A) Article 29(1)
(B) Article 30(1)
(C) Article 350A
(D) Article 351

7. Education was transferred from the State List to the Concurrent List (Entry 25) of the Seventh Schedule of the Constitution of India through which amendment?
(A) 24th Amendment Act, 1971
(B) 42nd Amendment Act, 1976
(C) 44th Amendment Act, 1978
(D) 86th Amendment Act, 2002

8. Consider the following statements regarding Entry 25 in the Concurrent List of the Seventh Schedule:
I. It covers education, including technical education, medical education, and universities.
II. It is subject to the provisions of Entries 63, 64, 65, and 66 of List I (Union List).
III. It grants exclusive legislative competence to State Parliaments over vocational training.
Which of the statements given above are correct?

conceptual understanding and joyful learning experiences in primary and secondary schools.

223. (C) Middle Stage
In the 5+3+3+4 pedagogical structure introduced by National Education Policy 2020, the Middle Stage spans three years for children aged eleven to fourteen, covering Classes 6 to 8. This stage focuses on experiential learning in science, mathematics, arts, social sciences, and humanities.

224. (C) Unaided private schools
Section 21 of the Right to Education Act, 2009 mandates the constitution of School Management Committees in government, local authority, and government-aided schools. Non-aided private schools are explicitly exempted from this statutory requirement, maintaining their own private management governance structures under applicable institutional rules and state regulations.

225. (A) Both A and R are true and R is the correct explanation of A
The Discrimination Index (d) ranges mathematically from -1.00 to $+1.00$. Statement R correctly explains Assertion A because a negative index occurs when lower-ability examinees answer an item correctly more frequently than higher-ability examinees, indicating serious flaws in item construction, distractors, or answer key validity requiring correction.

226. (B) How well test scores correlate with theoretical traits or constructs.
Construct validity evaluates the extent to which an assessment tool measures a specific theoretical construct or psychological trait, such as intelligence, anxiety, or mathematical aptitude. It is established by correlating test results with theoretical expectations and existing empirical measures of the target construct across diverse testing samples.

227. (A) Adjust reliability estimates when altering test length.
The Spearman-Brown prophecy formula is a mathematical formula used in psychometrics to estimate the reliability of a test after changing its length. It is most commonly applied in split-half reliability estimation to adjust and predict full-test reliability from the calculated correlation between two half-test scores.

228. (B) 18.33
The Arithmetic Mean is computed by dividing the sum of all values by the total number of observations in a sample. Summing 5, 10, 15, 20, 25, and 35 gives 110. Dividing 110 by the 6 total observations yields an arithmetic mean of exactly 18.33 in statistical calculations.

229. (B) 9.5
To find the Median for an ordered dataset, the values are arranged sequentially in order. The median represents the central positional value dividing the distribution into two equal halves. Based on the designated key for this item, the calculated median for the given numeric series corresponds to 9.5.

230. (A) I and II only
Statements I and II are correct: the Arithmetic Mean is calculated using every score in a distribution, and the Median divides ordered data into two equal halves. Statement III is false because a score distribution can be bimodal or multimodal, possessing more than one mode when multiple values share peak frequencies.

231. (B) 60
The Z-score formula is $Z = (X - \mu)/\sigma$, which rearranges to $X = \mu + Z(\sigma)$. Given Mean $\mu = 40$, Standard Deviation $\sigma = 8$, and $Z = +2.5$, substituting values gives $X = 40 + 2.5(8) = 40 + 20 = 60$.

232. (B) Raw score corresponding to the distribution Mean.
In T-score scaling, the mean of the distribution is assigned a fixed T-score value of 50, with a standard deviation of 10. Therefore, a T-score of 50 corresponds directly to a raw score equal to the arithmetic mean of the score distribution in standardized educational assessment scales.

233. (A) $V = \sigma^2$
In statistical analysis, Variance (V) is defined as the average of squared deviations from the mean. Mathematically, Variance is the square of the Standard Deviation (σ), expressed by the basic formula $V = \sigma^2$. Conversely, Standard Deviation is computed as the positive square root of Variance in parametric distribution metrics.

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(A) Secondary Education Commission (1952)
(B) Kothari Commission (1964–66)
(C) University Grants Commission (1956)
(D) National Knowledge Commission (2005)

18. The Ishwarbhai Patel Committee (1977) introduced which key pedagogical concept into the school curriculum at the secondary stage?
(A) Micro-teaching skill modules
(B) Comprehensive continuous marking system
(C) Integrated science laboratories
(D) Socially Useful Productive Work

19. The Malcolm Adiseshiah Committee (1978) was primarily set up to review:
(A) Pre-primary and early childhood teacher education curricula and standards
(B) The Higher Secondary stage curriculum with vocationalization components
(C) Comprehensive examination and assessment reforms in autonomous colleges
(D) Distance and open learning education standards in state universities

20. The Acharya Ramamurti Review Committee (1990) was appointed to review the working of which national education policy?
(A) National Policy on Education 1968
(B) Draft National Policy on Education 1979
(C) National Policy on Education 1986
(D) National Curriculum Framework 1975

21. Which Committee report titled "Learning Without Burden" (1993) highlighted the problem of overburdening school children with heavy curriculum and recommended decentralization of curriculum development?
(A) Yashpal Committee
(B) Janardhana Reddy Committee
(C) Ramamurti Committee
(D) Kothari Commission

22. The National Policy on Education (NPE) 1986 introduced which flagship centrally sponsored scheme to improve physical facilities in primary schools across India?
(A) Rashtriya Madhyamik Shiksha Abhiyan
(B) District Primary Education Programme
(C) Operation Blackboard
(D) Shiksha Karmi Project

23. Under NPE 1986, Navodaya Vidyalayas were established specifically to fulfill which objective?
(A) Offer good quality education to talented children, mainly from rural areas
(B) Provide free technical and vocational skill training modules for school dropouts
(C) Train primary and upper primary school teachers in modern educational technology
(D) Offer adult literacy and continuing education programs in backward rural districts

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24. The Program of Action (POA) 1992 revised NPE 1986 by laying special emphasis on which of the following modifications?
(A) Restructuring the entire 10+2 system completely in favor of a new 5+3+3+4 school curricular framework
(B) Replacing central testing agencies entirely with decentralized state-level evaluation boards
(C) Making secondary board examinations completely open-book for all subjects in class 10
(D) Expanding Operation Blackboard to upper primary schools and emphasizing non-formal education

25. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): The NPE 1986 recommended the establishment of District Institutes of Education and Training (DIETs).
Reason (R): DIETs were established to provide academic and professional support to primary school teachers and non-formal/adult education personnel at the district level.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. What is the new curricular and pedagogical structure recommended by the National Education Policy (NEP) 2020 to replace the existing 10+2 structure in school education?
(A) 5+3+2+4
(B) 5+3+3+4
(C) 3+5+3+4
(D) 4+3+3+5

27. According to NEP 2020, the 'Foundational Stage' of school education spans how many years and covers which age group?
(A) 3 years; Ages 3–6
(B) 5 years; Ages 3–8

(B) Construct Validity
(C) Content Validity
(D) Concurrent Validity

68. Consider the following types of test validity:
I. Content Validity
II. Construct Validity
III. Criterion-related Validity (Predictive/ Concurrent)
Which of the above are recognized as fundamental forms of validity evidence in educational measurement?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

69. Split-half reliability estimation uses which formula to correct for shortening the length of the test when correlating two halves?
(A) Cronbach's Alpha
(B) Spearman-Brown Prophecy Formula
(C) Kuder-Richardson Formula 20 (KR-20)
(D) Pearson Product-Moment Correlation

70. What is a 'Blueprint' or 'Table of Specifications' (TOS) in test construction?
(A) A detailed administrative list of enrolled student names, roll numbers, and assigned seating arrangements
(B) A grid mapping learning objectives against content areas with item weightings
(C) A financial budget document for purchasing examination stationery
(D) An administrative roster for invigilation duties

71. In test construction, what is the primary purpose of preparing a Table of Specifications (TOS)?
(A) To guarantee that the examination paper maintains an exceptionally high difficulty index for all students
(B) To ensure content validity and balanced coverage of objectives and topics
(C) To automate the generation of report cards using digital software
(D) To eliminate the need for item analysis after testing

72. Consider the following steps in constructing an achievement test:
I. Planning the test and defining objectives
II. Preparing the Blueprint / Table of Specifications
III. Drafting items according to the blueprint
IV. Reviewing, editing, and pilot testing / item analysis
V. Finalizing the test paper and scoring key
What is the correct logical sequence of these steps?
(A) I → II → III → IV → V
(B) II → I → III → V → IV
(C) I → III → II → IV → V
(D) III → I → II → IV → V

73. In item analysis, the Difficulty Index (P) of a multiple-choice item is calculated as:
(A) $P = \frac{R}{N}$ (where R is number of correct responses and N is total number of candidates)
(B) $P = \frac{N}{R}$
(C) $P = R \times N$
(D) $P = \frac{\text{Upper Group Correct} - \text{Lower Group Correct}}{N}$

74. If an item on an examination has a Difficulty Index (P-value) of 0.95, what does this indicate?
(A) The item is extremely difficult, resulting in only 5% of candidates answering correctly
(B) The item is very easy as 95% answered correctly
(C) The item has maximum discrimination power
(D) The item is defective and should be discarded immediately

75. An item with a Difficulty Index (P) of 0.50 is considered to have:
(A) Zero discrimination power
(B) Optimal difficulty level for maximum score variability
(C) Unacceptably high difficulty for ordinary classroom tests
(D) Poor validity

76. Read the following scenario and answer the question:
An item analyst evaluates a multiple-choice question given to 100 students (divided into 27% upper group = 27 students, and 27% lower group = 27 students). In the upper group, 22 students answered correctly; in the lower group, 7 students answered correctly. What is the Discrimination Index (D) of this item?
(A) $D = (22 - 7)/27 \approx 0.56$
(B) $D = \frac{22+7}{27+27} = \frac{29}{54} \approx 0.54$

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(B) 800 hours
(C) 1000 hours
(D) 1200 hours

38. What is the minimum number of working days per academic year prescribed under the RTE Act 2009 for upper primary classes (Classes VI to VIII)?
(A) 180 days
(B) 200 days
(C) 220 days
(D) 240 days

39. Under Section 28 of the RTE Act 2009, which activity is strictly prohibited for school teachers?
(A) Participating in curriculum development
(B) Engaging in private tuition or private teaching activity
(C) Attending in-service training programs conducted by SCERT
(D) Assisting in election duty or census duties

40. Section 16 of the RTE Act 2009 was amended in 2019 regarding the 'No Detention Policy'. What does the amended Section 16 permit State governments to do?
(A) Detain students at any class from Class 1 to Class 8 automatically without providing any re-examination opportunity
(B) Hold regular Class 5 and 8 exams, allowing detention if re-examination is failed
(C) Expel underperforming children from formal school if they fail in consecutive academic evaluation terms
(D) Mandate compulsory state board examinations for Classes 3, 5, and 8 without providing remedial teaching

41. Which section of the RTE Act 2009 prohibits physical punishment and mental harassment of children in schools?
(A) Section 13
(B) Section 14
(C) Section 17
(D) Section 21

42. Under Section 21 of the RTE Act 2009, what proportion of members in a School Management Committee (SMC) must be parents or guardians of children studying in the school?
(A) At least 50%
(B) At least 60%
(C) At least 75%
(D) At least 80%

43. Section 21 of the RTE Act 2009 also mandates that what percentage of the total SMC membership must be women?
(A) At least 33%
(B) At least 50%
(C) At least 60%
(D) Exactly 75%

44. Under the RTE Act 2009, screening procedures for admission of children and charging of capitation fees are strictly prohibited under which section?
(A) Section 11
(B) Section 13
(C) Section 15
(D) Section 18

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45. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): Samagra Shiksha is an overarching scheme for the school education sector extending from pre-school to class 12.
Reason (R): It subsumed the three erstwhile Centrally Sponsored Schemes: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. What are the major goals of the Sustainable Development Goal for Education (SDG-4) targeted by Samagra Shiksha?
(A) Ensure inclusive, equitable quality education and lifelong learning for all by 2030
(B) Provide free tertiary and higher technical education to all young adults by the year 2025
(C) Implement mandatory vocational stream tracking immediately after Class 5 for all rural pupils
(D) Achieve universal privatization across all upper secondary level educational institutions

47. National Curriculum Framework 2005 (NCF 2005) was framed under the chairmanship of:
(A) Prof. Krishna Kumar
(B) Prof. Ved Prakash
(C) Prof. Yash Pal

(D) I, II and III

109. How is Cumulative Grade Point Average (CGPA) calculated for a student across multiple subjects?
(A) Sum of Grade Points secured in all individual subjects multiplied directly by total subjects taken
(B) Sum of Grade Points divided by total number of subjects
(C) Highest Grade Point obtained minus lowest Grade Point
(D) Average mark divided by 10

110. To convert a CBSE overall CGPA (on a 10-point scale) into an indicative percentage of marks, CBSE recommended multiplying the CGPA by which factor?
(A) 9.0
(B) 9.5
(C) 10.0
(D) 8.5

111. If a student achieves a CGPA of 8.4 on a CBSE 10-point scale, what is the indicative percentage of marks calculated using the official CBSE conversion factor?
(A) $8.4 \times 10 = 84.0\%$
(B) $8.4 \times 9.5 = 79.8\%$
(C) $8.4 \times 9.0 = 75.6\%$
(D) $8.4 \times 8.5 = 71.4\%$

112. Consider the following advantages of grading systems over traditional numerical marking systems:
I. Reduces unhealthy competition and exam-related anxiety among students.
II. Eliminates arbitrary measurement errors inherent in exact mark scoring.
III. Categorizes performance into meaningful competency bands.
IV. Completely removes the need for diagnostic feedback.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

113. A major criticism or limitation of absolute grading systems with wide grade bands (e.g., 91-100 = A1) is that:
(A) It causes extreme stress to low performers
(B) It obscures distinction between high-end scorers within the same grade band
(C) It cannot be feasibly implemented or operationalized in large-scale nationwide public examinations
(D) It requires complex standard deviation calculations

114. In co-scholastic assessment (like Work Education, Art Education, Health & Physical Education), evaluation is primarily evaluated through:
(A) Standardized annual 3-hour written end-of-term examinations
(B) Descriptive indicators, rubrics, and observation
(C) Secret negative marking tests
(D) Speed drills and oral quizzes only

115. A key distinction between a 'Progress Report' and a 'Report Card' is that a Progress Report:
(A) Is a formal legal degree certificate issued exclusively to candidates upon successful completion of Class 12 studies
(B) Tracks ongoing growth and learning gaps formatively, while a Report Card summarizes summative achievement
(C) Contains only financial fee clearance statements
(D) Is meant exclusively for regulatory inspectors

116. Read the following scenario and answer the question:
A Delhi Government school implements the Holistic Progress Card (HPC) as mandated under NEP 2020. A teacher prepares the HPC for a Class 4 student. Which structural component MUST be included in this HPC?
(A) Single numerical total percentage mark with class rank
(B) 360-degree assessment covering cognitive, affective, and psychomotor domains with self, peer, and teacher input
(C) Mandatory warning stamp if the child scores below 50%
(D) Comparative administrative ranking displaying performance against all other government and private schools in the district

117. Under the Holistic Progress Card (HPC) framework introduced by PARAKH and NEP 2020, student self-assessment encourages children to:
(A) Assign themselves exact numerical marks and percentage grades for final official board

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The Vice-Principal interprets this result as "The student has mastered 85% of the prescribed competencies and requires enrichment in geometry." This interpretation represents:
(A) Measurement only
(B) Assessment and Evaluation
(C) Norm-referenced grading
(D) Summative scaling standard

57. The primary difference between 'Assessment' and 'Evaluation' is that Assessment is:
(A) Diagnostic and process-oriented for learning, while Evaluation judges overall product
(B) Strictly quantitative in nature, whereas Evaluation focuses exclusively on qualitative outcomes
(C) Conducted solely at the conclusion of an academic session, whereas Evaluation is continuous
(D) Legally mandatory for all educational institutions, whereas Evaluation remains optional

58. Which type of test is specifically designed to measure a candidate's potential or capacity to acquire new skills or knowledge in a specific domain?
(A) Achievement Test
(B) Diagnostic Test
(C) Aptitude Test
(D) Proficiency Test

59. A test designed to identify specific learning difficulties, gaps, or misconceptions in a subject is known as a:
(A) Prognostic test
(B) Diagnostic test
(C) Norm-referenced test
(D) Criterion-referenced test

60. When a student's score is evaluated by comparing it with the performance of a clearly defined peer group, the assessment is called:
(A) Criterion-Referenced Assessment
(B) Ipsative Assessment
(C) Norm-Referenced Assessment
(D) Formative Assessment

61. In a Criterion-Referenced Test (CRT), a student's performance is judged against:
(A) The mean score of the classroom group
(B) Pre-determined learning standards or criteria
(C) The highest achieved score recorded across the entire national candidate pool
(D) The student's own prior performance score

62. Which characteristic of a good test refers to the consistency or stability of test scores across different administrations or equivalent sets of items?
(A) Validity
(B) Usability
(C) Reliability
(D) Objectivity

63. The extent to which a test measures what it purports to measure is defined as its:
(A) Reliability
(B) Validity
(C) Objectivity
(D) Practicability

64. If a test yields the same score regardless of who evaluates or grades the answer sheets, the test possesses high:
(A) Objectivity
(B) Subjectivity
(C) Content Validity
(D) Predictive Validity

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65. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): A test can be highly reliable without being valid.
Reason (R): Reliability ensures consistency of measurement, but consistency does not guarantee that the instrument measures the intended domain or construct accurately.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. The method of estimating test reliability by administering the same test to the same group of students after a specific time interval is called:
(A) Parallel-forms reliability
(B) Split-half reliability
(C) Kuder-Richardson reliability
(D) Test-Retest reliability

67. Which type of validity assesses how comprehensively a test samples the target domain of content or learning objectives?
(A) Predictive Validity

(D) Dr. K. Kasturirangan

48. Consider the following guiding principles of NCF 2005:
I. Connecting knowledge to life outside the school.
II. Ensuring that learning shifts away from rote methods.
III. Enriching the curriculum so that it goes beyond textbooks.
Which of the principles given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

49. The National Curriculum Framework for Foundational Stage (NCFFS) 2022 was released based on the vision of NEP 2020. What age group does NCFFS specifically cater to?
(A) Ages 0 to 3 years
(B) Ages 3 to 8 years
(C) Ages 6 to 11 years
(D) Ages 5 to 10 years

50. NCF-SE 2023 (National Curriculum Framework for School Education) recommends an organizational structure of choice-based courses in Classes 11 and 12 across how many curricular areas/disciplines?
(A) Traditional three distinct streams consisting of Science, Commerce, and Arts
(B) 4 broad curricular groups without rigid stream barriers
(C) 6 mandatory core subjects with no electives
(D) Completely unstructured vocational modules only

51. What does the acronym NIPUN in NIPUN Bharat Scheme stand for?
(A) National Initiative for Assessment and Proficiency in Understanding and Applied Numeracy
(B) National Initiative for Proficiency in Reading with Understanding and Numeracy
(C) National Institute for Promoting Primary Conceptual Understanding and Functional Numeracy
(D) National Innovation and Development Program for Universal Foundational Numeracy

52. Consider the following targets specified under the NIPUN Bharat Mission:
I. Target age group is children of 3 to 9 years (pre-school to Grade 3).
II. Aim to achieve universal FLN by the end of Grade 3.
III. Lakshya targets specify reading speed with comprehension of 45-60 words per minute by Grade 3.
IV. Target completion year established as 2026-27.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

53. National Achievement Survey (NAS) conducted periodically by NCERT is a:
(A) High-stakes nationwide examination used for annual student pass/fail decisions
(B) System-level evaluation survey to assess school education health
(C) Teacher competency assessment test for promotion
(D) Screening test for admission into Kendriya Vidyalayas

54. Which of the following best defines the core function of 'PARAKH' established as an autonomous centre under NCERT?
(A) Setting assessment standards and norms for all recognized school boards in India
(B) Conducting central university entrance examinations and national selection tests like CUET
(C) Auditing financial expenditure and resource allocation grants under Samagra Shiksha
(D) Inspecting structural facilities and infrastructure of private unaided schools

55. Measurement in education refers to:
(A) Qualitative value judgment on student performance
(B) Holistic continuous progress tracking and developmental profiling using anecdotal records
(C) Administrative ranking of teachers based on pass percentages
(D) Quantitative assignment of numbers to attributes according to rules

56. Read the following scenario and answer the question:
A Vice-Principal is analyzing test results where a student scored 85 out of 100 in Mathematics.

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(C) $D = \frac{22-7}{100} = 0.15$

(D) $D = \frac{7}{22} \approx 0.32$

77. A Discrimination Index (D) value of -0.30 for an item indicates that:
(A) Significantly more students in the high-performing group answered correctly compared to those in the low-performing group
(B) More low-performers answered correctly than high-performers, indicating a flawed item
(C) The item is perfectly balanced and highly valid
(D) The item should be retained unchanged for future tests

78. In multiple-choice test design, a distractor that is chosen by zero students in both high and low scoring groups is considered:
(A) Highly effective in discriminating low performers
(B) Ineffective, requiring revision
(C) Ideally difficult
(D) A key distractor

79. Continuous and Comprehensive Evaluation (CCE) emphasizes:
(A) End-of-year comprehensive written examinations focusing primarily on assessing student rote memory capacity
(B) Continuous assessment of cognitive, affective, and psychomotor development
(C) Annual ranking of students based strictly on total numerical marks
(D) Discontinuing classroom testing completely in primary schools

80. Assessment 'FOR' Learning is characterized as:
(A) Summative assessment systematically conducted at the conclusion of an instructional unit to assign formal course grades
(B) External standardized assessment conducted by national testing agencies
(C) Benchmark evaluation for administrative accountability
(D) Formative assessment integrated into instruction to provide ongoing learning feedback

81. Assessment 'AS' Learning emphasizes:
(A) Active student engagement in self-assessment, peer-assessment, and learning reflection
(B) Formal summative evaluation performed exclusively by certified external board examiners
(C) Diagnostic screening prior to admission
(D) Teacher-centered grading using normal bell curves

82. Assessment 'OF' Learning refers to:
(A) Diagnostic feedback provided during lesson delivery
(B) Summative assessment measuring achievement at the end of instruction
(C) Peer tutoring logs maintained by students
(D) Continuous informal observation and performance feedback recorded systematically during collaborative group work

83. Competency-based assessment focuses primarily on measuring:
(A) How much factual subject content a student can memorize and accurately reproduce under strict examination conditions
(B) Relative ranking of students against regional norms
(C) Total hours spent by a student in the science laboratory
(D) Ability to apply knowledge, skills, and attitudes in real-world contexts

84. In educational measurement, the 'Affective Domain' in Bloom's Revised Taxonomy includes learning outcomes related to:
(A) Knowledge, comprehension, application, and synthesis skills
(B) Attitudes, values, and appreciation
(C) Physical motor skills and coordination
(D) Computational speed and accuracy

85. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): Diagnostic assessment is conducted prior to or during instruction to identify specific learning bottlenecks or gaps.
Reason (R): Diagnostic assessment aims to assign final grades and rank students according to overall merit.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

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correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which measure of central tendency is defined as the arithmetic average of a set of scores?
(A) Median
(B) Mode
(C) Mean
(D) Percentile

87. For a distribution of test scores: 12, 15, 18, 18, 20, 22, 25, the Mode is:
(A) 18
(B) 19
(C) 20
(D) 12

88. Consider the following statements regarding the score dataset: 10, 14, 16, 20, 24, 30, 80:
I. The extreme score 80 heavily influences the Mean.
II. The Median is less affected by the extreme outlier than the Mean.
III. The Mode is 80.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

89. In a negatively skewed distribution of test scores, what is the relative positional order of the Mean, Median, and Mode along the horizontal axis?
(A) Mean > Median > Mode
(B) Mode > Median > Mean
(C) Mean = Median = Mode
(D) Median > Mean > Mode

90. In a Normal Probability Curve (NPC), what percentage of total scores falls within ± 1 standard deviation ($\pm 1\sigma$) of the mean?
(A) 50.0%
(B) 68.26%
(C) 95.44%
(D) 99.73%

91. What percentage of scores lies between -2σ and $+2\sigma$ in a standard Normal Probability Curve?
(A) 68.26%
(B) 90.00%
(C) 95.44%
(D) 99.73%

92. Consider the following properties of a standard Normal Probability Curve (NPC):
I. It is symmetrical, bell-shaped, and asymptotic to the horizontal baseline.
II. The Mean, Median, and Mode coincide at the center ($Z = 0$).
III. Total area under the curve is equal to 1.00 (or 100%).
IV. Skewness value is $+1.5$.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

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93. A Z-score of $+2.0$ on a standardized test indicates that the candidate's score is:
(A) 2 raw score points above the calculated class average
(B) 2 standard deviations above mean
(C) 2 percentiles above the median
(D) Equal to 20% of maximum marks

94. The Standard Scale (T-score) is defined with a mean and standard deviation of:
(A) Mean = 0, SD = 1
(B) Mean = 100, SD = 15
(C) Mean = 50, SD = 10
(D) Mean = 500, SD = 100

95. A student scores 70 on a test with Mean = 60 and Standard Deviation = 5. What is the student's Z-score and corresponding T-score?
(A) $Z = +1.0, T = 60$
(B) $Z = +2.0, T = 70$
(C) $Z = +2.0, T = 60$
(D) $Z = +1.5, T = 65$

96. Read the following scenario and answer the question:
A school examination committee converts raw scores to percentile ranks. A student receives a Percentile Rank (PR) of 85. What does this PR value mean?
(A) The student successfully answered 85% of all test items correctly on the final exam
(B) Scored equal to or higher than 85% of test takers
(C) The student needs 15% more marks to pass the board exam.
(D) The student scored 85 marks out of 100.

97. Which measure of dispersion measures the spread of the middle 50% of scores in a distribution?

(A) Range
(B) Mean Absolute Deviation
(C) Quartile Deviation
(D) Variance

98. The square root of the Variance of a set of scores is known as the:
(A) Mean Deviation
(B) Standard Deviation
(C) Quartile Deviation
(D) Standard Error of Measurement

99. Pearson's product-moment correlation coefficient (r) ranges between which numerical values?
(A) 0 to +1.0
(B) -1.0 to +1.0
(C) -100 to +100
(D) $-\infty$ to $+\infty$

100. When an increase in one variable corresponds to a systematic decrease in another variable, the correlation between them is:
(A) Positive
(B) Negative
(C) Zero
(D) Curvilinear

101. Which statistical formula is used to calculate rank correlation when data are in ordinal or rank format?
(A) Pearson's r
(B) Spearman's ρ (Rho)
(C) Chi-square (χ^2)
(D) Regression coefficient β

102. In a Stanine scale, test performance is converted into how many standardized intervals?
(A) 5 intervals
(B) 9 intervals
(C) 10 intervals
(D) 100 intervals

103. Absolute grading refers to a system where:
(A) Student academic performance is evaluated and graded relative to the performance of peers in the class
(B) Letter grades awarded based on fixed mark cut-off ranges
(C) Grades are assigned using a normal probability curve distribution
(D) Top 10% students are automatically awarded Grade A+

104. Relative grading (also called grading on the curve) determines student grades based on:
(A) Fixed percentage thresholds set before the examination
(B) Student rank relative to score distribution of the peer group
(C) Teacher's subjective qualitative evaluation conducted without applying statistical scaling procedures
(D) Total attendance percentage during the academic session

105. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): Relative grading eliminates the effect of variation in examination paper difficulty across different academic years.
Reason (R): In relative grading, grade boundaries are determined dynamically by the statistical parameters (mean and standard deviation) of the test cohort.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. In CBSE's 9-point relative grading scale for Class 10 Secondary School Examination, what proportion of passed candidates is awarded Grade A-1 in a subject?
(A) Top 1/8th of passed candidates
(B) Top 1/9th of passed candidates
(C) Top 10% of passed candidates
(D) Top 5% of passed candidates

107. On CBSE's 9-point grading scale, what grade is awarded to the next 1/8th of passed candidates after Grade A-1?
(A) Grade A-2
(B) Grade B-1
(C) Grade B-2
(D) Grade C-1

108. Consider the following grade point assignments on a standard 10-point scale:
I. Grade A1 corresponds to Grade Point 10.0
II. Grade A2 corresponds to Grade Point 9.0
III. Grade B1 corresponds to Grade Point 8.0
Which of the above mappings represent standard Grade Point designations?
(A) I and II only
(B) II and III only
(C) I and III only

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(C) 5 years; Ages 6–11
(D) 3 years; Ages 6–9

28. Consider the following stages of the 5+3+3+4 structure under NEP 2020:
I. Foundational Stage (3 years Anganwadi/ preschool + Classes 1-2)
II. Preparatory Stage (Classes 3 to 5)
III. Middle Stage (Classes 6 to 8)
Which of the stages given above are correctly mapped to their class coverage?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

29. What age group is covered under the Secondary Stage (Classes 9 to 12) in the NEP 2020 design?
(A) 11 to 14 years
(B) 12 to 16 years
(C) 14 to 18 years
(D) 15 to 19 years

30. Under NEP 2020, what is PARAKH?
(A) A comprehensive national digital portal for tracking and managing student scholarships across all states
(B) A centralized digital portal for real-time monitoring of teacher attendance in rural schools
(C) An open-access online repository and library for foundational learning resources and materials
(D) A National Assessment Centre for Performance Assessment, Review, and Analysis of Knowledge

31. NEP 2020 aims to achieve universal foundational literacy and numeracy (FLN) in primary schools by establishing which national mission?
(A) NIPUN Bharat Mission
(B) Samagra Shiksha Mission
(C) PM-SHRI Mission
(D) Digital India Literacy Mission

32. Consider the following key principles highlighted in NEP 2020 regarding assessment:
I. Shift from formative to summative assessment.
II. Focus on regular, formative, and competency-based assessment.
III. Promotion of 360-degree multidimensional report cards.
IV. Elimination of all standardized national surveys like NAS.
Which of the statements given above are correct?
(A) I and IV only
(B) II and III only
(C) I, II and III only
(D) II, III and IV only

33. The RTE Act 2009 came into force across India (except Jammu & Kashmir at that time) on which date?
(A) 15th August 2009
(B) 2nd October 2009
(C) 1st April 2010
(D) 26th January 2011

34. Section 12(1)(c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 mandates private unaided schools to admit at least what percentage of children from weaker sections and disadvantaged groups in Class 1 or entry level?
(A) 10%
(B) 15%
(C) 20%
(D) 25%

35. As per the Schedule to the RTE Act 2009, what is the prescribed Pupil-Teacher Ratio (PTR) for primary schools (Classes I to V) for an enrollment up to 200 students?
(A) 20:1
(B) 25:1
(C) 30:1
(D) 35:1

36. Read the following scenario and answer the question:
In a government school in Delhi, an upper primary section (Classes VI to VIII) has an enrollment of 105 students. According to the RTE Act 2009 Schedule, how many full-time teachers (including head teacher if applicable) must be provided at minimum?
(A) 3 full-time teachers (Science/Math, Social Studies, Languages)
(B) 4 full-time subject teachers including a mandatory designated Headmaster post
(C) 2 teachers
(D) 5 teachers plus 1 part-time instructor

37. As per the RTE Act 2009, what is the minimum number of instructional hours per academic year required for primary classes (Classes I to V)?
(A) 600 hours

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examination records
(B) Reflect on learning, identify achievements, and recognize areas needing support
(C) Grade their teachers on classroom management
(D) Waive attendance requirements

118. In Delhi Government schools, online portals like Edudel are primarily utilized for student records to:
(A) Publish confidential teacher personal records and administrative discipline files on public portals
(B) Digitally manage attendance, assessments, report cards, and academic tracking
(C) Replace physical classroom teaching completely
(D) Conduct direct recruitment of teachers online

119. Confidentiality and data protection regarding student educational records (e.g. personal identification, assessment scores, health files) require school administrators to:
(A) Display all individual diagnostic test scores and academic evaluations publicly on school noticeboards
(B) Restrict access to authorized personnel and parents to protect privacy rights
(C) Sell performance metrics to private tutoring institutions
(D) Delete all academic records after 30 days

120. 'Grade Inflation' in secondary education refers to the administrative phenomenon where:
(A) Awarding higher grades for lower-standard work, artificially inflating results
(B) Numerical test scores dropping drastically across all subjects due to overly stringent grading criteria
(C) Standard deviation of test scores becomes zero
(D) Total marks awarded exceed 100%

121. Remedial reporting for underperforming students in a school administration framework should primarily focus on:
(A) Publicly identifying and penalizing underperforming students during mandatory morning school assemblies
(B) Identifying learning gaps, delivering targeted remediation, and tracking progress
(C) Demoting students to lower grades immediately
(D) Fining parents for poor performance

122. Under Article 21A, the term 'Compulsory Education' casts an obligation on:
(A) Parents to pay compulsory tuition fees to the State
(B) The appropriate Government and local authorities to ensure elementary education for every child
(C) Private unaided schools to provide free textbooks, uniforms, and learning materials to all enrolled students regardless of family income
(D) Students to pass national standardized tests before age 14

123. Which Article of the Constitution of India provides for the appointment of a Special Officer for Linguistic Minorities by the President?
(A) Article 350
(B) Article 350A
(C) Article 350B
(D) Article 351

124. The Mudaliar Commission (1952-53) recommended establishing which type of schools to cater to students with diverse aptitudes?
(A) Multipurpose Schools
(B) Navodaya Vidyalayas
(C) Central Schools
(D) Comprehensive Boarding Schools

125. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): The Kothari Commission recommended the introduction of 'Work Experience' as an integral part of education at all stages.
Reason (R): Work Experience aimed to bridge the gap between education and productivity by involving students in purposeful, meaningful hand work.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Operation Blackboard launched in 1987 ensured minimum essential physical facilities in primary schools. Which of the following was NOT a minimum provision under this scheme?

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(B) Stem
(C) Key
(D) Foil

168. Consider the following guidelines for writing effective multiple-choice items:
I. The stem should present a clear, complete central problem.
II. Distractors should be plausible and attractive to uninformed students.
III. Avoid using grammatical clues that reveal the correct key.
Which of the guidelines given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

169. What is the ideal Difficulty Index (P) range for general achievement test items designed to maximize individual differences?
(A) 0.00 to 0.20
(B) 0.35 to 0.65
(C) 0.85 to 1.00
(D) 0.05 to 0.15

170. If an item has a Discrimination Index (D) of $+0.45$, the item is classified as:
(A) Poor and must be discarded
(B) Marginally acceptable needing major revision
(C) Excellent discrimination power
(D) Biased against high performers

171. In Continuous and Comprehensive Evaluation (CCE), 'Comprehensive' refers to:
(A) Testing students every single day of the academic session
(B) Assessing both Scholastic and Co-Scholastic growth aspects
(C) Covering 100% of prescribed textbook content thoroughly in end-term examinations
(D) Including all subjects in a single written test paper

172. Consider the following tools used in formative assessment:
I. Classroom Observation and Anecdotal Records
II. Portfolios and Student Journals
III. Diagnostic Quizzes and Peer Feedback
IV. Annual Board Standardized Examinations
Which of the tools given above are appropriate for Formative Assessment?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

173. What is the primary purpose of a Diagnostic Test in Mathematics?
(A) Assigning term grades (A1 to E)
(B) Identifying computational errors, conceptual misunderstandings, and learning gaps
(C) Ranking students for national merit scholarships
(D) Evaluating teacher administrative punctuality and adherence to completing the prescribed syllabus

174. In a symmetrical normal distribution of test scores, what percentage of scores falls below the Mean?
(A) 25%
(B) 50%
(C) 75%
(D) 100%

175. The Variance of a test score distribution is calculated as 25. What is the Standard Deviation (σ)?
(A) 5
(B) 12.5
(C) 50
(D) 625

176. Read the following scenario and answer the question:
A test analyst compares student performance across two subjects. Subject A has Mean = 60, SD = 5. Subject B has Mean = 60, SD = 15. A Vice-Principal observes the score dispersions. What is the correct statistical interpretation regarding score variability in the two subjects?
(A) Subject A has higher score variability than Subject B.
(B) Subject B has higher score variability around the mean
(C) Both subjects display completely identical score dispersion because their arithmetic means are equal
(D) Subject A is three times more difficult than Subject B.

177. A score equal to the 75th Percentile ($P_{\{75\}}$) is identical to which quartile?
(A) First Quartile (Q_1)
(B) Second Quartile (Q_2)

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a Discrimination Index (D) of 0.05. What administrative or pedagogical directive should the Principal give to the subject department regarding this item?

(A) Retain the item as it effectively identifies gifted students.
(B) Discard or revise the item due to excessive difficulty and poor discrimination
(C) Increase the weightage of this item in the final exam.
(D) Award full marks for this item to all candidates automatically without making edits or revising it for future test administrations

137. Which correlation coefficient indicates the strongest relationship between two test variables?
(A) $+0.40$
(B) $+0.75$
(C) -0.88
(D) 0.00

138. In statistics, the difference between the highest and lowest scores in a dataset is called the:
(A) Range
(B) Variance
(C) Standard Deviation
(D) Interquartile Range

139. What is the value of Skewness for a perfectly normal distribution curve?
(A) 0.00
(B) $+1.00$
(C) -1.00
(D) $+0.50$

140. In a distribution where the Mean is 50 and Standard Deviation is 10, what is the T-score corresponding to a raw score that equals the Mean?
(A) 0
(B) 50
(C) 100
(D) 10

141. On a standard normal curve, approximately what percentage of data falls between the Mean and $+1$ Standard Deviation ($+1\sigma$)?
(A) 34.13%
(B) 50.00%
(C) 68.26%
(D) 13.59%

142. If a student's raw score corresponds to the Median of a normally distributed set of test scores, what is the student's Percentile Rank?
(A) 25th Percentile
(B) 50th Percentile
(C) 75th Percentile
(D) 90th Percentile

143. Which grading method assigns grades based on a student's absolute score relative to absolute passing thresholds (e.g. $\geq 90\% = A, \geq 80\% = B$)?
(A) Absolute Grading
(B) Relative Grading
(C) Norm-Referenced Grading
(D) Stanine Scaling

144. In a 5-point absolute grading scale (A, B, C, D, E), what does Grade 'E' typically represent?
(A) Excellent performance demonstrating complete mastery
(B) Unsatisfactory / Essential Repeat
(C) Average performance
(D) Outstanding mastery

145. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): The 360-degree Holistic Progress Card (HPC) includes input from peers alongside self-assessment and teacher assessment.
Reason (R): Peer assessment fosters cooperative learning, empathy, and critical self-reflection among students.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. Parent-Teacher Meetings (PTMs) in Delhi Government schools serve as a critical reporting tool primarily to:
(A) Discuss student progress, share feedback, and align home-school learning strategies
(B) Collect annual administrative infrastructure development funds directly from attending parents
(C) Issue formal warnings for school fee delays
(D) Conduct elections for school administrative staff

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210. Which Committee was constituted in 1992 to suggest remedies for academic burden on school children, leading to the report "Learning Without Burden"?
(A) Yashpal Committee
(B) Ramamurti Committee
(C) Janardhana Reddy Committee
(D) Chattopadhyaya Committee

211. NPE 1986 stressed the establishment of Navodaya Vidyalayas. What percentage of seats in Navodaya Vidyalayas are reserved for children from rural areas?
(A) 33%
(B) 50%
(C) 75%
(D) 80%

212. Consider the following strategic thrust areas under NEP 2020 for school education:
I. Universal access to early childhood care and education (ECCE).
II. Achieving foundational literacy and numeracy (FLN) by Grade 3.
III. Curricular integration of essential skills, coding, and vocational exposure from Class 6.
IV. Abolition of teacher eligibility tests (TET).
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

213. Under Section 21 of the RTE Act 2009, which type of school is EXEMPTED from constituting a School Management Committee (SMC)?
(A) Government primary schools
(B) Aided local body schools
(C) Unaided minority institutions
(D) Special category government schools

214. Section 13 of the RTE Act 2009 prescribes a penalty for charging capitation fee during admission up to:
(A) Rs. 1,000
(B) Up to 10 times the capitation fee
(C) Fixed fine of Rs. 10,000
(D) Immediate cancellation of teacher's professional registration

215. The NCF-SE 2023 divides school education into 4 stages aligned with NEP 2020. What are these four stages called?
(A) Primary, Upper Primary, Secondary, Higher Secondary
(B) Foundational, Preparatory, Middle, Secondary
(C) Nursery, Elementary, Junior High, Senior High
(D) Basic, Intermediate, Advanced, Specialized

216. Read the following scenario and answer the question:
A primary school Headmistress reviews the results of a diagnostic test given to Class 3 students in reading. 40% of students struggle with decoding basic two-syllable words. Under the NIPUN Bharat framework, what administrative action should the Headmistress prioritize?
(A) Retain all struggling students in Class 2 for another academic year without promotion
(B) Implement targeted FLN remedial interventions and activity-based reading modules
(C) Suspends reading classes until the end-term examination.
(D) Issue formal reprimand letters to parents of struggling students.

217. In educational measurement, an evaluation that compares a student's test score to a pre-determined performance standard (e.g. 80% accuracy) without reference to peer performance is called:
(A) Criterion-Referenced Evaluation
(B) Norm-Referenced Standardized Evaluation
(C) Relative Grading
(D) Percentile Standardizing

218. The extent to which an instrument produces consistent, repeatable results across multiple trials is known as its:
(A) Validity
(B) Objectivity
(C) Reliability
(D) Usability

219. When two equivalent or parallel forms of a test are administered to the same group of students to measure score consistency, it measures:
(A) Test-retest stability reliability
(B) Parallel-forms reliability
(C) Split-half reliability
(D) Content validity

220. Content validity of an achievement test is best established through:

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4) with special training to catch up
(D) Referred to an adult literacy center outside the formal schooling system

157. Under the RTE Act 2009, the School Development Plan (SDP) is prepared by which body?
(A) Directorate of Education
(B) Central Board of Secondary Education
(C) School Management Committee (SMC)
(D) State Council of Educational Research and Training

158. Under Samagra Shiksha, the major emphasis for improving teacher quality is delivered through which continuous professional development platform?
(A) NISHTHA (National Initiative for Teachers' Holistic Advancement)
(B) DIKSHA (Digital Infrastructure for Knowledge Sharing national platform)
(C) SWAYAM PRABHA
(D) PM e-VIDYA

159. The National Curriculum Framework for School Education (NCF-SE) 2023 advocates for which pedagogical approach in the Middle and Secondary stages?
(A) Interdisciplinary, inquiry-driven, and experiential learning
(B) Rote learning and daily drill work
(C) Exclusively lecture-based instructional teaching without any laboratory or practical work
(D) Fixed textbook memorization without critical thinking

160. What is the target year specified under NIPUN Bharat to ensure that every child achieves foundational literacy and numeracy by Grade 3?
(A) 2023-24
(B) 2025-26
(C) 2026-27
(D) 2030-31

161. In educational measurement, 'Aptitude' differs from 'Achievement' because Aptitude measures:
(A) Mastered academic content taught during a formally completed past instructional course
(B) Present emotional stability under examination stress
(C) Total accumulated factual recall score
(D) Inherent capacity to learn future skills upon training

162. A test designed to predict future success in a specific field, such as engineering or music, is an example of a(n):
(A) Diagnostic Test
(B) Achievement Test
(C) Aptitude Test
(D) Normative Survey Test

163. The degree to which test scores correlate with an external, independent criterion measured at the same time is known as:
(A) Concurrent Validity
(B) Predictive Validity
(C) Content Validity
(D) Face Validity

164. In testing terminology, 'Face Validity' refers to:
(A) Rigorous statistical factor analysis and mathematical validation of all individual test items
(B) Superficial appearance that a test measures what it claims to measure
(C) Correlation between test scores and future job performance
(D) Internal consistency using Cronbach's Alpha

165. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): Increasing the number of homogeneous items on a test generally increases the reliability coefficient of the test.
Reason (R): Longer tests sample the domain more thoroughly, reducing the impact of chance error measurement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. Internal consistency reliability of a test with dichotomously scored items (0 or 1) can be calculated using:
(A) Kuder-Richardson Formula 20 (KR-20)
(B) Spearman Rank Correlation
(C) Chi-Square Test of Independence
(D) Standard Error of the Mean

167. In a multiple-choice question stem, what is the statement or prompt containing the problem called?
(A) Distractor

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189. The National Policy on Education 1968 was formulated based on the recommendations of which commission?
(A) Mudaliar Commission
(B) Kothari Commission
(C) Radhakrishnan Commission
(D) University Grants Commission

190. NPE 1986 stressed the 'Three-Language Formula'. Which of the following correctly describes this formula at the secondary stage in non-Hindi speaking states?
(A) English, Hindi, and a Modern Indian Language (preferably South Indian)
(B) English, French, and German
(C) Mother tongue, Hindi, and English
(D) Hindi, Sanskrit, and English

191. Under NEP 2020, what is the structural split of the 5 years in the 'Foundational Stage'?
(A) 5 years in primary school (Classes 1 to 5)
(B) 3 years of preschool/Anganwadi + 2 years of primary school
(C) 2 years of structured preschool + 3 years of lower primary school (Classes 1 to 3)
(D) 4 years of Anganwadi + 1 year of Class 1

192. Consider the following features of the RTE Act 2009:
I. Free and compulsory education for 6-14 age group.
II. Prohibition of capitation fees and screening procedures for admission.
III. Prohibition of private tuition by teachers.
IV. Mandatory 50% reservation for private schools in government jobs.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

193. Under Section 12(1)(c) of the RTE Act 2009, private unaided schools are reimbursed for educating children from disadvantaged groups based on:
(A) Whatever total tuition fee amount the private school management officially demands from the government
(B) State-determined per-child cost or actual tuition fee, whichever is lower
(C) A fixed grant of Rs. 100,000 per child annually
(D) No reimbursement is provided by the government

194. The PM-SHRI (PM Schools for Rising India) scheme aims to develop over 14,500 schools as exemplar institutions implementing the vision of:
(A) NPE 1986
(B) NEP 2020
(C) NCF 2005
(D) RTE Act 2009 only

195. Which assessment approach evaluates a student's continuous progress against their own prior performance rather than against peers or external standards?
(A) Norm-referenced assessment
(B) Ipsative assessment
(C) Standardized summative testing
(D) Criterion-referenced grading

196. Read the following scenario and answer the question:
An English teacher designs a unit test where test scores have a strong positive correlation ($r = +0.85$) with students' scores on an established, standardized English proficiency test administered simultaneously. This high correlation demonstrates that the teacher's unit test possesses high:
(A) Concurrent validity
(B) Test-retest reliability
(C) Predictive validity
(D) Split-half consistency

197. Which formula measures the internal consistency of a test with non-dichotomous (e.g. Likert scale or partial-credit essay) items?
(A) Kuder-Richardson 21 (KR-21)
(B) Cronbach's Alpha (α)
(C) Spearman-Brown formula
(D) Standard Error of Measurement

198. Standard Error of Measurement (SEM) is inversely related to which property of a test?
(A) Difficulty Index
(B) Reliability coefficient
(C) Total physical length of the answer sheet
(D) Number of distractors

199. What is the value of the Discrimination Index (D) if all 27% upper group candidates answer an item correctly and all 27% lower group candidates answer it incorrectly?
(A) 0.00
(B) $+1.00$
(C) -1.00

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(C) Third Quartile (Q_3)
(D) Interquartile Range

178. What is the Median score of a distribution equal to in terms of quartiles and percentiles?
(A) Q_1 and $P_{\{25\}}$
(B) Q_2 and $P_{\{50\}}$
(C) Q_3 and $P_{\{75\}}$
(D) Mean Deviation and $P_{\{90\}}$

179. A Z-score of 0.00 corresponds to a T-score of:
(A) 0
(B) 10
(C) 50
(D) 100

180. The 9-point grading system used by CBSE in Class 10 board examinations is an example of:
(A) Absolute Criterion-Referenced Grading System
(B) Relative Grading System
(C) Pass/Fail Binary System
(D) Ipsative Competency Standard

181. In an absolute grading system, if a student secures 88% marks and the grade boundary for Grade A is 81-90%, the student receives:
(A) Grade A based purely on pre-fixed percentage cut-off
(B) Grade determined by class average
(C) Grade dependent on how many classmates scored above 90%
(D) Grade assigned via Z-score transformation

182. What is the primary operational advantage of Grade Point Average (GPA)?
(A) It eliminates the need for written exams
(B) Synthesizes performance across subjects into a single numerical index
(C) It automatically guarantees official admission into competitive university degree programs
(D) It prevents teachers from evaluating essay questions

183. Which document provides a multi-year, comprehensive summary of a student's academic history, course credits, and cumulative grades for official administrative use?
(A) Academic Transcript
(B) Daily Student Attendance Register
(C) PTM Log Book
(D) Lesson Plan Notebook

184. Under NEP 2020, PARAKH is tasked with setting assessment standards to promote:
(A) Rote-memorization testing formats across states
(B) Assessment of 21st-century skills, critical thinking, and conceptual clarity
(C) Publishing centralized state-level merit rank lists publicly in leading national newspapers
(D) Mandatory fail decisions for elementary students

185. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): The Eighth Schedule of the Constitution lists official languages, while Article 350A emphasizes primary instruction in the mother tongue.
Reason (R): Pedagogy in the early years is most effective when conducted in the child's home language or mother tongue.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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186. Which Constitutional Amendment introduced the duty under Article 51A(k)?
(A) 42nd Amendment, 1976
(B) 44th Amendment, 1978
(C) 86th Amendment, 2002
(D) 91st Amendment, 2003

187. The University Education Commission (1948-49) was set up under the chairmanship of:
(A) Dr. D.S. Kothari
(B) Dr. S. Radhakrishnan
(C) Dr. Zakir Husain
(D) Dr. A.L. Mudaliar

188. Consider the following Education Commissions and their main subject areas:
I. Mudaliar Commission - Secondary Education
II. Radhakrishnan Commission - University Education
III. Kothari Commission - Comprehensive School and National Education System
Which of the pairs given above are correctly matched?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

(A) At least two reasonably large all-weather rooms
(B) At least two teachers (one being a woman where possible)
(C) Essential teaching-learning equipment like blackboards, maps, charts, and toys
(D) Computer labs with internet connections in every primary school

127. Under NEP 2020, what is the target Gross Enrolment Ratio (GER) in higher education (including vocational education) to be achieved by 2035?
(A) 35%
(B) 50%
(C) 75%
(D) 100%

128. Consider the following statements regarding the 'Preparatory Stage' under NEP 2020:
I. It covers Classes 3 to 5.
II. Target age group is 8 to 11 years.
III. Emphasis is placed on play, discovery, activity-based and interactive classroom learning.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

129. Under Section 19 of the RTE Act 2009, no school shall be established, or recognized, unless it fulfills the norms and standards specified in:
(A) The Schedule to the RTE Act
(B) CBSE Affiliation Bye-laws only
(C) State Civil Services Rules
(D) National Assessment Council Directive

130. As per Section 23 of the RTE Act 2009, minimum qualifications for appointment as a school teacher are laid down by which authorized body?
(A) NCERT
(B) National Council for Teacher Education (NCTE)
(C) CBSE
(D) Union Public Service Commission

131. The NIPUN Bharat Mission outlines foundational learning competencies categorized under 'Lakshyas' for which key domains?
(A) Physical fitness and Sports
(B) Literacy and Numeracy
(C) Computer Programming and Robotics
(D) Foreign Languages and Fine Arts

132. Consider the following provisions of the RTE Act 2009 regarding teachers' duties (Section 24):
I. Maintain regularity and punctuality in attending school.
II. Complete the prescribed curriculum within the specified time.
III. Assess the learning ability of each child and supplement additional instruction as required.
IV. Conduct mandatory paid private home tuitions for weak students.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

133. Which of the following is a key feature of 'Formative Assessment'?
(A) Terminal in nature used for certification
(B) Standardized national testing conducted centrally for university entrance and admissions
(C) Norm-referenced grading on a bell curve
(D) Conducted during instruction to provide diagnostic feedback

134. What type of assessment occurs when students judge their own work against predefined criteria?
(A) Peer assessment
(B) Self-assessment
(C) External assessment
(D) Diagnostic norming

135. In measurement, 'Validity' implies 'Reliability'. Is the reverse statement ("Reliability implies Validity") always true?
(A) Yes, high reliability automatically guarantees high validity
(B) No, a test may consistently measure the wrong construct, giving low validity
(C) Yes, provided the sample size is greater than 100
(D) No, because validity and reliability represent completely independent and theoretically uncorrelated psychometric concepts

136. Read the following scenario and answer the question:
A School Principal examines an item analysis report for a 100-item multiple-choice test. Item No. 45 has a Difficulty Index (P) of 0.12 and

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(D) +0.50

200. In a distribution of marks with Mean = 65 and Median = 70, the distribution is:
(A) Symmetrical / Normal
(B) Negatively Skewed
(C) Positively Skewed
(D) Bimodal

201. For a symmetric bell-shaped normal curve, what is the value of Kurtosis (α_4 or relative kurtosis)?
(A) Mesokurtic
(B) Highly Leptokurtic distribution
(C) Platykurtic
(D) Infinite

202. A student gets a Z-score of -1.0 on a standardized test. What is the equivalent T-score?
(A) 30
(B) 40
(C) 50
(D) 60

203. Which grading scale uses a 5-point letter grade system with bands typically designated as A, B, C, D, and E (or F)?
(A) 5-point Grading Scale
(B) 9-point CBSE Scale
(C) 10-point CGPA Scale
(D) Percentile Rank System

204. In an educational institution, 'Grade Point' is defined as:
(A) The physical location where exam papers are marked
(B) Total attendance percentage multiplied by 10
(C) Total number of test questions attempted divided precisely by total time allowed
(D) Numerical weight assigned to a specific letter grade

205. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): NEP 2020 advocates replacing traditional single-score report cards with 360-degree Holistic Progress Cards.
Reason (R): Traditional report cards primarily capture cognitive recall marks and fail to reflect affective, psychomotor, socio-emotional, and collaborative competencies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

206. Digital progress reporting on portals like Edudel in GNCTD schools enhances administrative efficiency by:
(A) Eliminating the requirement for maintaining physical student attendance registers completely
(B) Tracking academic performance in real time and enabling parental notifications
(C) Allowing students to modify their own marks online
(D) Automatically passing all failing candidates

207. Comparative evaluation across different school boards (e.g. CBSE vs ICSE vs State Boards) often requires normalization or scaling of marks because:
(A) All boards use identical examination questions and marking schemes
(B) Marking standards, paper difficulty, and evaluation rigor vary across boards
(C) State boards do not teach Mathematics or Science
(D) Higher education institutions admit eligible students based solely and strictly on age criteria

208. Consider the following provisions under the Constitution of India related to education:
I. Article 21A - Right to Free and Compulsory Education for 6-14 years.
II. Article 45 - Early Childhood Care and Education for children below 6 years.
III. Article 350A - Mother tongue instruction at primary stage.
Which of the constitutional mappings above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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209. Article 29(1) of the Indian Constitution protects the right of any section of citizens residing in India to conserve their distinct:
(A) Language, script, or culture
(B) Political affiliation
(C) Financial status
(D) Religious conversion practices

147. What is the main objective of maintaining transcripts and cumulative record cards (CRCs) for students?
(A) To maintain an official institutional record of disciplinary actions and physical punishments awarded during schooling
(B) To provide a longitudinal record of academic, co-curricular, and personal growth
(C) To prepare tax exemption certificates for parents
(D) To track teacher payroll records

148. Consider the following bodies established under educational policies in India:
I. National Assessment Centre (PARAKH)
II. National Council for Teacher Education (NCTE)
III. National Council of Educational Research and Training (NCERT)
Which of the bodies above play a direct role in framing school curriculum and assessment standards nationally?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

149. Under Article 51A(k) of the Constitution, duty is imposed on:
(A) Every citizen who is a parent or guardian
(B) The Union Government
(C) State Governments
(D) School Principals only

150. Which Article of the Constitution guarantees minorities the right to establish and administer educational institutions without state discrimination in granting aid?
(A) Article 15
(B) Article 21A
(C) Article 30
(D) Article 45

151. Which committee recommended the setting up of the National Knowledge Commission (NKC) in 2005?
(A) Yashpal Committee
(B) Prime Minister's Advisory Group (Sam Pitroda)
(C) Kothari Commission
(D) National Steering Committee chaired by Dr. K. Kasturirangan

152. Consider the following key features of the National Policy on Education 1986:
I. Envisaged a National System of Education based on $10 + 2 + 3$ structure.
II. Emphasized removal of disparities and equalization of educational opportunity.
III. Launched Operation Blackboard.
IV. Recommended immediate abolition of all board examinations.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

153. What is the fundamental vision of the National Education Policy (NEP) 2020?
(A) Transform India into a vibrant knowledge society by providing quality education to all
(B) To create a central university in every district of India
(C) Establish English as the sole mandatory medium of instruction across all primary and elementary schools
(D) To replace all physical schools with digital learning platforms by 2030

154. Under NEP 2020, what is the structure of the 'Middle Stage' in school education?
(A) Classes 3 to 5 (Ages 8 to 11)
(B) Classes 6 to 8 (Ages 11 to 14)
(C) Classes 9 to 10 (Ages 14 to 16)
(D) Classes 11 to 12 (Ages 16 to 18)

155. Which section of the RTE Act 2009 prescribes the duties of local authorities to ensure free and compulsory education?
(A) Section 3
(B) Section 7
(C) Section 9
(D) Section 12

156. Read the following scenario and answer the question:
A primary school child in Delhi aged 9 years has never attended formal school. Under Section 4 of the RTE Act 2009, how should the Head of Institution place this child?
(A) Admitted directly to Class 1 on the grounds that the child completely lacks formal schooling foundation
(B) Refused admission until the child turns 14 years old
(C) Admitted to an age-appropriate class (Class

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(A) Correlating test performance scores directly with future job performance metrics
(B) Expert judgment verifying alignment between items and domain specifications
(C) Calculating the standard deviation of test scores
(D) Administering the test twice to the same group

221. An item analysis report shows an item has a Difficulty Index (P) of 0.50 and a Discrimination Index (D) of 0.60. How should the test developer treat this item?
(A) Discard it immediately
(B) Retain it as an item with optimal difficulty and discrimination
(C) Lower its scoring key
(D) Completely rewrite all incorrect distractor options for future test use

222. In Bloom's Revised Taxonomy (Anderson & Krathwohl), which cognitive level represents the highest order of cognitive processing?
(A) Applying
(B) Analyzing
(C) Creating
(D) Evaluating

223. What is the median score for the dataset: 8, 12, 15, 17, 22, 28?
(A) 15
(B) 16
(C) 17
(D) 18.67

224. If all scores in a test dataset are increased by a constant value of $+5$, what happens to the Mean and the Standard Deviation?
(A) Both Mean and Standard Deviation increase by $+5$
(B) Mean increases by $+5$, while Standard Deviation remains unchanged
(C) Mean remains unchanged, while Standard Deviation increases by $+5$
(D) Both Mean and Standard Deviation remain unchanged

225. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): The Standard Deviation is considered a more stable and accurate measure of dispersion than the Range.
Reason (R): Standard Deviation takes into account the magnitude of every individual score deviation from the mean, whereas Range relies only on two extreme scores.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

226. In a normal distribution, what percentage of scores falls between -1σ and $+2\sigma$?
(A) 68.26%
(B) 81.85%
(C) 95.44%
(D) 47.72%

227. A student scores 80 on a test where Mean = 70 and SD = 10. What is the student's Z-score?
(A) $+1.0$
(B) $+2.0$
(C) 0.0
(D) -1.0

228. Consider the following statistical measures:
I. Mean and Standard Deviation
II. Median and Interquartile Range
III. Mode and Range
Which pair of central tendency and dispersion measures is most appropriate for describing skewed score distributions?
(A) I only
(B) II only
(C) III only
(D) I and III only

229. In the CBSE Class 10 grading system, if total passed candidates in a subject is 80,000, how many candidates will be awarded Grade A-1?
(A) 8,000
(B) 10,000
(C) 12,000
(D) 16,000

230. A student's CGPA is 9.0. What is the corresponding indicative percentage according to CBSE standard conversion methodology?
(A) $9.0 \times 10 = 90.0\%$
(B) $9.0 \times 9.5 = 85.5\%$
(C) $9.0 \times 9.0 = 81.0\%$
(D) $9.0 \times 8.5 = 76.5\%$

231. In the context of school evaluation, 'Usability' or 'Practicability' of a test refers to:
(A) The statistical validity coefficient

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(B) Administrative feasibility, ease of administration, scoring, and interpretation
(C) The degree of subjective scoring allowed
(D) Direct structural alignment with international university rankings and global standards

232. Consider the following elements included in a 360-degree Holistic Progress Card (HPC):
I. Cognitive growth tracked through project work and application tasks.
II. Self-assessment and peer-assessment reflections.
III. Teacher narrative on socio-emotional skills and affective growth.
IV. Automated public display of student scores on social media.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

233. The constitutional right to free and compulsory education under Article 21A is enforceable against:
(A) Private employers only
(B) The State (Government and local authorities)
(C) Foreign educational institutions operating in India
(D) Non-governmental charitable trusts exclusively

234. Entry 25 of List III (Concurrent List) in the Seventh Schedule gives power to legislate on education to:
(A) Parliament only
(B) State Legislatures and Provincial Assemblies exclusively
(C) Parliament and State Legislatures
(D) Municipal Corporations exclusively

235. The Hunter Education Commission (1882) was appointed primarily to review the progress of education since:
(A) Macaulay's Minute of 1835
(B) Wood's Despatch of 1854
(C) Indian Universities Act 1904
(D) Hartog Committee Report 1929

236. Read the following scenario and answer the question:
A Secondary School Principal in Delhi is reviewing teacher lesson plans. To ensure compliance with NCF-SE 2023 guidelines, the Principal insists that science teachers replace rote formula memorization with laboratory-based inquiry experiments. This instructional leadership action aligns with which guiding core principle of curriculum design?
(A) Content overload optimization
(B) Shifting away from rote methods towards experiential conceptual understanding
(C) Standardizing end-of-year written examinations across all district government schools
(D) Rigid stream categorization at the middle stage

237. The Yashpal Committee Report (1993) famously described heavy curriculum and non-comprehension as:
(A) Economic loss to parents
(B) 'Educational burden' and recommended replacing text-centric teaching with understanding
(C) Essential structural criteria and benchmarks necessary for achieving high academic excellence
(D) Necessary administrative discipline

238. NEP 2020 proposes establishing a 'Gender-Inclusion Fund' primarily to:
(A) Provide higher salaries to female teachers
(B) Build capacity to provide quality education for all girls and transgender students
(C) Construct separate regional administrative buildings and offices for female school inspectors
(D) Waive university fees for all male students

239. Under Section 15 of the RTE Act 2009, a child shall be admitted to school:
(A) At the start of the academic year or extended period, without denial of admission if late
(B) Only at the beginning of the academic year
(C) Only if the parent passes an entrance interview
(D) Subject strictly to availability of seats under private school management quota allocations

240. Under the RTE Act 2009 Schedule, what is the minimum required number of instructional hours per academic year for upper primary classes (Classes VI to VIII)?
(A) 800 hours
(B) 1000 hours
(C) 1200 hours

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(D) 1400 hours

241. National Assessment Survey (NAS) cycles assess learning achievement of students in which key grades?
(A) Grades 1, 2, and 3
(B) Grades 3, 5, 8, and 10
(C) Grades 6, 9, 11, and 12
(D) Grade 12 only

242. In testing terminology, 'Norms' refer to:
(A) Standardized scores from a representative sample used to interpret test results
(B) Administrative rules for invigilator duties
(C) Minimum marks required to pass an exam
(D) Legal administrative regulations governing school land allotment and construction

243. The Spearman-Brown Prophecy Formula is used to estimate:
(A) The effect of test length on reliability
(B) The precise item difficulty index of subjective essay questions
(C) The Z-score transformation of raw marks
(D) The percentage of distractors chosen

244. If a test item is answered correctly by 27 out of 100 total candidates, what is its Difficulty Index (P)?
(A) 0.27
(B) 0.73
(C) 2.70
(D) 27.0

245. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): Competency-based assessment evaluates student proficiency through performance of real-world tasks.
Reason (R): Competency-based assessment focuses on demonstrating practical application of knowledge, skills, and attitudes rather than superficial recall of information.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

246. What is the Range of the following score distribution: 23, 45, 12, 88, 56, 34?
(A) 65
(B) 76
(C) 88
(D) 12

247. The measure of central tendency that represents the mid-point of a score distribution when scores are arranged in ascending or descending order is the:
(A) Mean
(B) Median
(C) Mode
(D) Standard Deviation

248. Consider the following correlation values between Study Time and Exam Score:
I. $r = +0.82$
II. $r = +0.15$
III. $r = -0.65$
Which value represents the strongest linear relationship between the two variables?
(A) I only
(B) II only
(C) III only
(D) All represent equal strength

249. On a normal curve, a score that lies exactly at $+3\sigma$ above the mean represents a Percentile Rank of approximately:
(A) 84th Percentile
(B) 97.7th Percentile
(C) 99.87th Percentile
(D) 50th Percentile

250. In a 9-point relative grading scale, what fraction of top passing students receive Grade A-1?
(A) Top $\frac{1}{8}$
(B) Top $\frac{1}{9}$
(C) Top $\frac{1}{1}0$
(D) Top $\frac{1}{5}$

251. What does CGPA stand for in educational reporting?
(A) Cumulative Grade Point Average
(B) Central Grade Performance Assessment
(C) Comprehensive Grading and Marking Process
(D) Credit Granting Performance Award

252. Consider the following requirements for maintaining student cumulative records in schools:
I. Regular updating of academic, health, and co-curricular progress.
II. Secure physical or digital storage to ensure

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(B) Grade Inflation
(C) Criterion Deficit
(D) Construct Contamination

297. Which statistical measure of central tendency is calculated as the score that occurs with the highest frequency in a data set?
(A) Mean
(B) Median
(C) Mode
(D) Variance

298. Under Samagra Shiksha, the major institutional structure established at the district level to oversee teacher professional training and academic support is:
(A) DIET (District Institute of Education and Training)
(B) SCERT
(C) NCERT
(D) BRC (Block Resource Centre) only

299. What does the term 'Item Difficulty' (P) measure in psychometric test analysis?
(A) Proportion of test takers answering an item correctly
(B) The total time required by an average student to read and solve the item
(C) The number of words in the item stem
(D) The printing cost per item

300. The primary purpose of introducing the 360-degree Holistic Progress Card under NEP 2020 is to shift student reporting from:
(A) Single-domain marks display to continuous, multidimensional progress tracking across all domains
(B) Transitioning offline paper report cards to mandatory paid digital online subscription portals
(C) Transitioning traditional Pass/Fail academic decisions directly to formal employment and job placements
(D) Teacher grading to parental examination marking

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(C) -100 to $+100$
(D) 0.00 to $+100.00$

264. Continuous and Comprehensive Evaluation (CCE) was formally instituted by CBSE in Class 10 under the provisions aligned with:
(A) RTE Act 2009 Section 29
(B) NPE 1968
(C) Apprentices Act 1961
(D) Delhi University Act 1922

265. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): In a normal distribution, the Mean, Median, and Mode are all equal.
Reason (R): A normal distribution curve is perfectly symmetrical around its central peak score.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

266. If a test score distribution is positively skewed, the long tail of the distribution extends towards:
(A) The lower (left) end of the score scale
(B) The higher (right) end
(C) Both ends equally
(D) The center

267. What is the mean score of a standard Z-score distribution?
(A) 0.00
(B) 1.00
(C) 50.00
(D) 100.00

268. Consider the following grading systems:
I. Absolute Grading System
II. Relative Grading System
III. Direct Grading System
Which of the above are standard approaches utilized in school evaluation?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

269. On a 10-point relative grading scale, a student receiving Grade B-2 is awarded how many Grade Points?
(A) 10.0
(B) 8.0
(C) 7.0
(D) 6.0

270. What is the main objective of providing 'Remedial Reporting' to parents?
(A) To demand mandatory financial compensation from parents for extra remedial tuition
(B) To inform parents about weak competencies and outline targeted support strategies
(C) To initiate formal expulsion proceedings
(D) To report teacher misconduct

271. Article 21A was inserted into Part III of the Constitution, making free and compulsory education a:
(A) Fundamental Right
(B) Directive Principle of State Policy
(C) Fundamental Duty
(D) Statutory Right only

272. Consider the following statements regarding Constitutional provisions for education:
I. Article 21A guarantees free education to children aged 6 to 14.
II. Article 45 focuses on early childhood care for children below age 6.
III. Article 51A(k) makes education a fundamental duty for parents/guardians.
IV. Seventh Schedule Entry 25 places education in the Union List exclusively.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

273. The Education Commission (1964-66) chaired by Dr. D.S. Kothari was titled:
(A) Education and National Development
(B) Secondary Education Restructuring
(C) Challenge of Education: A Policy Perspective
(D) Towards an Enlightened and Humane Society

274. NPE 1986 recommended that teacher education institutions at the primary level should be upgraded by establishing:
(A) IASE (Institutes of Advanced Study in Education)
(B) DIETs at the district level
(C) SCERT in every district
(D) CTE (Colleges of Teacher Education)

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minority cultural identity and autonomy in educational administration, ensuring that state educational regulations or aid frameworks do not impair the essential minority character of institutions.

11. (C) Article 29(2)
Article 29(2) explicitly prohibits denial of admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language, or any of them. It safeguards non-discrimination and equal access for all individual citizens across state-funded educational setups.

12. (A) I, II and III only
Articles 15(4) and 15(5) empower special educational affirmative action, excluding minority institutions under 15(5), while Article 46 directs social protection for weaker sections. However, Article 21A was enacted by the 86th Constitutional Amendment Act of 2002 rather than the 42nd Amendment, rendering the fourth statement historically incorrect.

13. (C) Radhakrishnan Commission
The University Education Commission was appointed in 1948 under the chairmanship of Dr. Sarvepalli Radhakrishnan to evaluate Indian university education. It recommended comprehensive reforms in higher education, curriculum structuring, faculty standards, and research support to align post-independence university systems with the evolving economic and social requirements of independent India.

14. (A) Dr. A.L. Mudaliar
The Secondary Education Commission (1952–53) was chaired by Dr. A.L. Mudaliar, Vice-Chancellor of Madras University. It critically examined secondary schooling in India, recommending structural reorganization into a three-year secondary and four-year higher secondary system, alongside introducing multipurpose schools to cater to diverse student aptitudes and interests.

15. (C) 6%
The Indian Education Commission (1964–66), widely known as the Kothari Commission, recommended allocating at least six percent of the National Income to education. This target was emphasized as vital for upgrading infrastructure, improving teacher remuneration, expanding school access, and modernizing educational facilities across elementary, secondary, and higher education levels.

16. (D) Utilizing the SMC to monitor school functioning and prepare the School Development Plan
Under Section 21 of the Right to Education Act, School Management Committees are mandated to monitor school operations, manage grants, and prepare the annual School Development Plan. They do not possess statutory authority to directly recruit permanent teaching staff, alter standardized board examination criteria, or supersede formal statutory disciplinary procedures.

17. (B) Kothari Commission (1964–66)
The Kothari Commission strongly advocated the implementation of a Common School System to eliminate social segregation between public and private educational institutions. This system aimed to provide equal access to quality education for all children regardless of socio-economic background, thereby fostering national integration and social cohesion across diverse demographic groups.

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18. (D) Socially Useful Productive Work
The Ishwarbhai Patel Committee of 1977 introduced Socially Useful Productive Work as an essential subject in school curricula. Designed to connect academic learning with practical manual work and community service, this pedagogical concept aimed to develop problem-solving skills, social awareness, and respect for manual labor among school students.

19. (B) The Higher Secondary stage curriculum with vocationalization components
The Malcolm Adiseshiah Committee was set up in 1978 by the Ministry of Education to review the higher secondary education curriculum. The committee focused heavily on vocationalizing the secondary stage, recommending practical skill-oriented learning tracks tailored to agricultural, industrial, and local economic needs alongside general academic streaming.

20. (C) National Policy on Education 1986
The Acharya Ramamurti Review Committee was appointed in May 1990 to review the implementation and effectiveness of the National Policy on Education 1986. The committee's

286. What is the main component of CGPA calculation on a 10-point scale?
(A) Multiplying total marks by 100
(B) Summing Grade Points across subjects and dividing by total subjects
(C) Taking the single highest subject score and dividing it directly by 10
(D) Averaging attendance percentage with raw score

287. A 360-degree Holistic Progress Card (HPC) includes self-assessment, peer-assessment, and teacher assessment to evaluate:
(A) Only cognitive knowledge and factual content memorized by the student
(B) Cognitive, affective, and psychomotor domains holistically
(C) Parental financial background
(D) Teacher delivery speed

288. Consider the following tools used for communicating student results to parents:
I. Parent-Teacher Meetings (PTMs)
II. Holistic Progress Cards (HPC)
III. Online Student Portals (e.g. Edudel)
Which of the above tools promote effective, transparent reporting in modern school administration?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

289. Which Article of the Constitution deals with the right of linguistic minorities to establish educational institutions?
(A) Article 21A
(B) Article 29(1)
(C) Article 30(1)
(D) Article 350A

290. The Ramamurti Committee (1990) recommended that equity in education can be achieved through:
(A) Privatization of all secondary schools
(B) Strengthening the Common School System and early childhood care
(C) Standardizing national board examinations for all primary school dropouts
(D) Raising tuition fees in government schools

291. According to NEP 2020, what is the structure of the 'Secondary Stage'?
(A) Classes 6 to 8 (3 years)
(B) Classes 9 to 12 (4 years across two phases: 9-10 and 11-12)
(C) Classes 11 and 12 (2 years)
(D) Classes 8 to 10 (3 years)

292. Consider the following statutory requirements under the RTE Act 2009 for primary schools:
I. Pupil-Teacher Ratio of 30:1 for enrollment up to 200.
II. Minimum 200 working days per academic year.
III. Minimum 800 instructional hours per academic year.
IV. Minimum 45 teaching hours per week for teachers including preparation hours.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and IV only
(C) II, III and IV only
(D) I, II, III and IV

293. In test construction, a 'Table of Specifications' (TOS) ensures alignment between:
(A) Teacher salaries and administrative budget
(B) Learning objectives, content, and item distribution
(C) Class attendance and pass percentages
(D) Individual diagnostic scores and administrative student disciplinary files

294. What is the T-score of a student whose score falls 2 standard deviations below the mean ($Z = -2.0$)?
(A) 30
(B) 40
(C) 20
(D) 10

295. In the CBSE 9-point relative grading system, what grade is awarded to the bottom $\frac{1}{8}$th of passed candidates?
(A) Grade D-2
(B) Grade E
(C) Grade C-2
(D) Grade D-1

296. Read the following scenario and answer the question:
A School Principal observes that several teachers are awarding Grade A1 to over 50% of students in internal assessments without applying standardized scoring rubrics, leading to artificially elevated grades. This administrative concern is known as:
(A) Standard Deviation Expansion

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275. According to NEP 2020, what is the age group covered under the 'Preparatory Stage'?
(A) 3 to 6 years
(B) 6 to 8 years
(C) 8 to 11 years
(D) 11 to 14 years

276. Read the following scenario and answer the question:
An audit team inspects a private unaided school in Delhi and finds that the school collected a capitation fee of Rs. 50,000 during entry-level admissions. Under Section 13 of the RTE Act 2009, what legal penalty can be imposed on the school management?
(A) Imprisonment of the Principal for 5 years
(B) Fine extending up to 10 times the capitation fee charged
(C) Immediate permanent closure and seal of the school building without hearing
(D) Cancellation of CBSE affiliation automatically

277. Section 27 of the RTE Act 2009 prohibits deploying school teachers for non-educational duties, EXCEPT for which of the following specified duties?
(A) Census duties, disaster relief, and elections to Parliament and State Legislatures
(B) Regular local traffic control management
(C) Mid-day meal distribution in private companies
(D) Conducting pulse polio drives and community health immunization awareness rallies daily

278. In the NIPUN Bharat framework, 'FLN' stands for:
(A) Fundamental Literacy and Numeracy
(B) Foundational Literacy and Numeracy
(C) Formal Learning and Numeracy
(D) Functional Language and Numeracy

279. Which characteristic of an evaluation tool ensures that personal biases or subjective opinions of the examiner do not affect the score awarded to a student?
(A) Objectivity
(B) Reliability
(C) Usability
(D) Construct Validity

280. Split-half method of estimating reliability measures:
(A) Stability over time
(B) Internal consistency
(C) Inter-rater scoring agreement
(D) Predictive accuracy

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281. An item analysis reveals that an item has a Discrimination Index (D) of 0.00. What does this mean?
(A) All high performers answered correctly while all low performers answered incorrectly
(B) Equal proportions of high and low performers answered correctly
(C) The item is extremely valid
(D) The item is very easy for high performers only

282. Competency-based education shifts classroom focus from:
(A) Rote memorization to mastery of measurable learning outcomes and skills
(B) Summative grading to zero testing
(C) Transitioning practical laboratory work to purely theoretical classroom lectures
(D) Teacher accountability to parental evaluation

283. In a dataset with scores: 5, 5, 5, 5, 5, what is the Standard Deviation (σ)?
(A) 0
(B) 5
(C) 1
(D) 25

284. For a standard Normal Probability Curve, what is the value of Skewness (Sk)?
(A) 0.00
(B) $+1.00$
(C) -1.00
(D) $+3.00$

285. Read the following statements labelled as Assertion (A) and Reason (R) and select the correct option:
Assertion (A): Absolute grading is preferred over relative grading in competency-based education.
Reason (R): Competency-based education assesses whether a student has attained predefined mastery standards regardless of how many peers attain the standard.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

ANSWERS

1. (B) 6 to 14 years
Article 21A of the Constitution of India mandates free and compulsory education for all children aged six to fourteen years. Enacted to uphold education as a fundamental right, this provision places a constitutional obligation on the State to ensure access, enrollment, and attendance for every child within this designated age group across the nation.

2. (C) 86th Amendment Act, 2002
The 86th Constitutional Amendment Act, enacted in 2002, inserted Article 21A into the Constitution of India. This historic amendment made free and compulsory education a Fundamental Right for children between six and fourteen years of age, thereby transforming educational access into an enforceable legal entitlement enforced by statutory provisions nationwide.

3. (B) 6 years
The 86th Constitutional Amendment Act modified Article 45 of the Directive Principles of State Policy to focus on early childhood care. It directs the State to endeavor to provide early childhood care and education for all children until they complete the age of six years, forming the foundation for subsequent formal elementary education.

4. (A) Scheduled Castes, Scheduled Tribes, and other weaker sections
Article 46 of the Constitution of India imposes a special duty on the State to promote the educational and economic interests of Scheduled Castes, Scheduled Tribes, and other weaker sections. It mandates protecting these historically disadvantaged groups from social injustice and all forms of exploitation to ensure equitable social progress.

5. (C) A is true but R is false
Article 51A(k) establishes a fundamental duty for parents or guardians to provide educational opportunities to children aged six to fourteen. However, Fundamental Duties contained in Article 51A are non-justiciable and cannot be directly enforced through administrative writs without specific enabling legislation passed by Parliament or State legislatures.

6. (C) Article 350A
Article 350A of the Indian Constitution directs every State and local authority to provide adequate facilities for instruction in the mother tongue at the primary stage of education for children belonging to linguistic minority groups. It empowers the President to issue necessary directives to any State for securing these instructional facilities.

7. (B) 42nd Amendment Act, 1976
The 42nd Constitutional Amendment Act of 1976 transferred education from the State List to the Concurrent List under Entry 25 of the Seventh Schedule. This structural modification empowered both the Central Parliament and State Legislatures to enact laws regarding education, ensuring uniform national standards alongside regional adaptations.

8. (A) I and II only
Entry 25 of the Concurrent List encompasses education, including technical, medical, and university education, subject to Union List entries 63 through 66. Because education resides on the Concurrent List, legislative authority is shared between Union and State parliaments rather than granting exclusive competence over vocational training to state legislatures alone.

9. (D) Entry 66
Entry 66 in List I of the Seventh Schedule grants the Central Government exclusive legislative power regarding coordination and determination of standards in higher education or research institutions as well as scientific and technical institutions. This enables central regulatory bodies to maintain uniform academic benchmarks and quality controls across India.

10. (D) Establish and administer educational institutions of their choice
Article 30(1) grants religious and linguistic minorities the fundamental right to establish and administer educational institutions of their choice. This constitutional protection preserves

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data privacy.
III. Open public dissemination of diagnostic reports without parental consent.
IV. Utilization for diagnostic and guidance purposes by teachers.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

253. Article 46 of the Constitution obligates the State to protect Scheduled Castes and Scheduled Tribes from:
(A) Appearing in any competitive state examination
(B) Social injustice and exploitation
(C) Mandatory school attendance
(D) Vocational streaming

254. Under Article 350A, who issues directions to any State as deemed necessary to secure facilities for instruction in the mother tongue at the primary stage?
(A) Prime Minister
(B) Chief Justice of India
(C) President of India
(D) Union Education Minister

255. The National Commission on Teachers I (1983-85) for school teachers was headed by:
(A) Prof. D.P. Chattopadhyaya
(B) Prof. Yash Pal
(C) Dr. Malcolm Sathiyanathan Adiseshiah
(D) Dr. R.H. Dave

256. Read the following scenario and answer the question:
A Delhi Government school Vice-Principal is preparing the annual timetable for Classes 6 to 8. According to the RTE Act 2009 norms, what is the minimum total number of working days that must be scheduled in the academic calendar?
(A) 180 days
(B) 200 days
(C) 220 days
(D) 250 days

257. Under NEP 2020, what is the envisioned role of the National Council for Teacher Education (NCTE)?
(A) Conducting board exams for Class 10
(B) Formulating National Professional Standards for Teachers (NPST) as a PSSB
(C) Auditing government school mid-day meal funds and administrative expenditure
(D) Direct management of DIET institutions

258. Section 14 of the RTE Act 2009 specifies that for the purpose of admission to elementary education, the age of a child shall be determined on the basis of:
(A) Birth certificate or prescribed document, without denial for lack of age proof
(B) Mandatory DNA test
(C) Physical height verification only
(D) Sworn legal affidavit signed and attested by a First-Class Magistrate exclusively

259. Which centrally sponsored scheme provides financial support for setting up Kasturba Gandhi Balika Vidyalayas (KGBVs) in Educationally Backward Blocks (EBBs)?
(A) PM-SHRI
(B) Samagra Shiksha
(C) Mid-Day Meal Scheme (PM POSHAN)
(D) RUSA

260. In the National Curriculum Framework for Foundational Stage (NCFFS 2022), the 'Pancha Kosha' concept from Indian tradition is mapped to child development domains. Which Kosha corresponds to physical development?
(A) Pranamaya Kosha
(B) Annamaya Kosha
(C) Manomaya Kosha
(D) Vijnanamaya Kosha

261. In assessment theory, 'Usability' of a test refers to practical considerations. Which of the following is NOT a component of test usability?
(A) Time required for administration
(B) Ease of test scoring and result interpretation
(C) Financial cost of testing materials
(D) Predictive validity coefficient

262. A test item has a key answer choice 'A'. Options 'B', 'C', and 'D' are incorrect choices designed to distract misinformed candidates. Options 'B', 'C', and 'D' are technically known as:
(A) Stems
(B) Foils / Distractors
(C) Keys
(D) Rubrics

263. Item Discrimination Index (D) is bounded between which range of values?
(A) 0.00 to $+1.00$
(B) -1.00 to $+1.00$

MCQGPT

report, titled "Towards an Enlightened and Humane Society," recommended decentralization, strengthening the common school system, and promoting equity in educational opportunities across India.

21. (A) Yashpal Committee
The Yashpal Committee submitted its landmark report titled "Learning Without Burden" in 1993. The report identified the problem of heavy academic loads and rote learning, recommending curriculum reduction, decentralization of textbook production, concept-based understanding, and flexible assessment strategies to make learning an enjoyable experience for children.

22. (C) Operation Blackboard
Operation Blackboard was launched in 1987 as a centrally sponsored scheme following recommendations of the National Policy on Education 1986. Its primary goal was to improve human and physical infrastructure in primary schools nationwide by providing minimum essential facilities like two all-weather rooms, two teachers, and teaching-learning equipment.

23. (A) Offer good quality education to talented children, mainly from rural areas
Under the National Policy on Education 1986, Navodaya Vidyalayas were established as pace-setting residential schools. Their principal objective was to identify and nurture talented children from predominantly rural areas by offering them quality modern education, social integration, and modern facilities free of charge regardless of socio-economic background.

24. (D) Expanding Operation Blackboard to upper primary schools and emphasizing non-formal education
The Program of Action 1992 updated the National Policy on Education 1986 by extending Operation Blackboard to cover upper primary schools. It also placed significant stress on strengthening non-formal education systems, adult literacy initiatives, and expanding physical infrastructure and teaching personnel across elementary schools to enhance learning retention.

25. (A) Both A and R are true and R is the correct explanation of A
The NPE 1986 recommended establishing District Institutes of Education and Training across all districts in India. These institutes were created specifically to provide academic, pedagogical, and professional training support to primary school teachers as well as adult and non-formal education personnel, making both statements true with a clear explanatory connection.

26. (B) 5+3+3+4
The National Education Policy 2020 replaced the traditional 10+2 school structure with a comprehensive 5+3+3+4 curricular framework. This new structure covers ages three to eighteen and divides schooling into four distinct developmental stages: Foundational, Preparatory, Middle, and Secondary, catering to distinct cognitive and developmental growth periods.

27. (B) 5 years; Ages 3–8
According to NEP 2020, the Foundational Stage spans five years of education covering children aged three to eight years. It includes three years of early childhood care and education in preschool or Anganwadi followed by Classes 1 and 2 in primary school, focusing on flexible, play-based, and inquiry-driven learning.

28. (D) I, II and III
Under the 5+3+3+4 framework of NEP 2020, the Foundational Stage comprises three years of preschool plus Classes 1 and 2. The Preparatory Stage covers Classes 3 to 5, while the Middle Stage covers Classes 6 to 8. All three mappings correctly reflect the structural coverage defined by the national policy.

29. (C) 14 to 18 years
Under the NEP 2020 framework, the Secondary Stage spans four years covering Classes 9 through 12 for students aged fourteen to eighteen. This stage offers multidisciplinary study, critical thinking focus, flexibility in subject choices, and elimination of rigid stream barriers between arts, sciences, and commerce disciplines.

30. (D) A National Assessment Centre for Performance Assessment, Review, and Analysis of Knowledge
PARAKH is established under NEP 2020 as a standard-setting body under NCERT. It acts as a National Assessment Centre responsible for establishing norms, standards, and guidelines for student assessment and evaluation across all recognized school education boards in India,

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52. (D) I, II, III and IV
NIPUN Bharat targets children aged three to nine years, aiming for universal FLN by Grade 3 by target year 2026-27. Its Lakshya benchmarks prescribe fluent reading with understanding at 45 to 60 words per minute, confirming that all four statements accurately outline the scheme's targets.

53. (B) System-level evaluation survey to assess school education health
The National Achievement Survey (NAS) conducted by NCERT is a periodic, sample-based national assessment. Rather than evaluating individual student performance for pass-fail decisions, NAS measures system-level educational health, identifying learning gaps across regions to guide policy formulation, curricular improvements, and targeted administrative interventions.

54. (A) Setting assessment standards and norms for all recognized school boards in India
PARAKH functions as an autonomous national assessment center established under NCERT. Its primary duty is to set assessment standards, norms, and guidelines for student evaluation across all recognized school boards in India, driving competency-based assessment reforms and aligning evaluation criteria with 21st-century learning goals.

55. (D) Quantitative assignment of numbers to attributes according to rules
Educational measurement is strictly defined as the quantitative process of assigning numbers or scores to student attributes, performances, or traits according to standardized rules. It provides empirical numerical data representing test results without involving subjective qualitative value judgments, which fall within the domain of evaluation.

56. (B) Assessment and Evaluation
Interpreting a raw score of 85 by analyzing specific mastered competencies and identifying pedagogical needs in geometry moves beyond mere quantitative measurement. It incorporates assessment (gathering developmental learning evidence) and evaluation (making qualitative value judgments to guide future learning support), making Assessment and Evaluation the accurate characterization.

57. (A) Diagnostic and process-oriented for learning, while Evaluation judges overall product
Assessment is an ongoing, diagnostic, and process-oriented approach designed to gather learning feedback and improve student understanding during instruction. In contrast, evaluation is a product-oriented judgment conducted at the end of a unit or term to determine overall achievement and assign grades or performance levels.

58. (C) Aptitude Test
An Aptitude Test is specifically constructed to measure a person's potential, capacity, or readiness to acquire new skills, knowledge, or training in a specific domain. Unlike achievement tests that assess past learning, aptitude tests forecast future performance in specialized academic or vocational pursuits.

59. (B) Diagnostic test
A diagnostic test is specifically engineered to identify particular learning difficulties, skill deficiencies, gaps, or conceptual misconceptions in a subject. By pinpointing exact areas of weakness, diagnostic testing enables educators to formulate targeted remedial instruction and personalized interventions to improve student understanding.

60. (C) Norm-Referenced Assessment
Norm-Referenced Assessment evaluates an individual student's test score by comparing it against the performance distribution of a defined peer norm group. It determines relative standing or percentile rank within a group rather than absolute mastery of specific predefined instructional criteria or learning objectives.

61. (B) Pre-determined learning standards or criteria
In a Criterion-Referenced Test, a student's score is evaluated against explicit, predetermined learning standards or mastery criteria. The assessment determines whether the student has demonstrated specific knowledge or competencies, regardless of how other classmates or peers performed on the exact same examination.

62. (C) Reliability
Reliability in educational testing refers to the consistency, stability, and repeatability of test scores across different testing administrations, equivalent item sets, or different time intervals. A reliable test yields consistent results under

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this provision attract disciplinary action under applicable service rules against offending school personnel, safeguarding children's emotional well-being and establishing violence-free, safe learning environments nationwide.

42. (C) At least 75%
Section 21 of the RTE Act 2009 mandates that at least three-fourths (75%) of members in a School Management Committee must be parents or guardians of enrolled children. This provision ensures community ownership and participatory democratic oversight over school administration, financial management, and development plan formulation.

43. (B) At least 50%
Under Section 21 of the RTE Act 2009, at least fifty percent of the total membership of every School Management Committee must be women. This statutory requirement promotes gender equality in community decision-making, encouraging mothers to actively participate in monitoring school infrastructure, teacher attendance, and student welfare.

44. (B) Section 13
Section 13 of the RTE Act 2009 strictly prohibits charging any capitation fee or subjecting children or parents to screening procedures during school admissions. Violating capitation restrictions incurs heavy financial fines up to ten times the amount charged, while conducting screening procedures attracts administrative penalties.

45. (A) Both A and R are true and R is the correct explanation of A
Samagra Shiksha is an integrated scheme for school education extending from preschool to class 12. It subsumed three former Centrally Sponsored Schemes: Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education, making both statements accurate and logically linked through administrative consolidation.

46. (A) Ensure inclusive, equitable quality education and lifelong learning for all by 2030
Samagra Shiksha aligns directly with Sustainable Development Goal 4 (SDG-4) for Education. Its primary objective is to ensure inclusive, equitable, quality education and promote lifelong learning opportunities for all children from preschool through senior secondary level, bridging social, gender, and regional disparities.

47. (C) Prof. Yash Pal
The National Curriculum Framework 2005 was prepared under the leadership of eminent scientist and academician Prof. Yash Pal, who chaired the National Steering Committee. The framework focused on connecting knowledge to real life, shifting away from rote learning, and reducing stress by reforming examination structures.

48. (D) I, II and III
NCF 2005 outlines five guiding principles for curriculum development: connecting knowledge to life outside school, shifting learning away from rote methods, enriching curriculum beyond textbooks, making examinations more flexible, and nurturing national identity. Statements I, II, and III correctly represent these core guiding principles.

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49. (B) Ages 3 to 8 years
Released in 2022 following NEP 2020 guidelines, the National Curriculum Framework for Foundational Stage (NCFFS) caters specifically to children aged three to eight years. It integrates early childhood care and education covering three years of preschool plus Grades 1 and 2, utilizing play-based and activity-centered pedagogy.

50. (B) 4 broad curricular groups without rigid stream barriers
NCF-SE 2023 restructures secondary education choices in Classes 11 and 12 across four broad curricular groups rather than traditional rigid streams. Students select courses across humanities, sciences, vocational subjects, and interdisciplinary areas, allowing flexible course combinations according to individual interests and career aspirations.

51. (B) National Initiative for Proficiency in Reading with Understanding and Numeracy
NIPUN stands for National Initiative for Proficiency in Reading with Understanding and Numeracy. Launched by the Department of School Education and Literacy, this national scheme ensures that primary grade children achieve functional literacy and mathematical proficiency through structured learning outcomes and child-friendly pedagogical materials.

representing average variation around the arithmetic mean.

99. (B) -1.0 to +1.0
Pearson's product-moment correlation coefficient (r) ranges strictly between -1.00 and $+1.00$. A value of $+1.00$ represents a perfect positive linear relationship, -1.00 represents a perfect negative linear relationship, and 0.00 indicates zero linear correlation between the two measured variables.

100. (B) Negative
A negative correlation occurs when two variables vary in opposite directions. An increase in one variable corresponds systematically to a decrease in the second variable. On a scatter plot, negatively correlated data points slope downward from left to right.

101. (B) Spearman's ρ (Rho)
Spearman's rank correlation coefficient (ρ) is a non-parametric statistic used to measure the degree of association between two variables measured on an ordinal scale or expressed as ranked data. It evaluates monotonic relationships without requiring interval data assumptions.

102. (B) 9 intervals
The Stanine (Standard Nine) scale divides a normal score distribution into nine standard intervals numbered 1 through 9. Anchored with a mean of 5 and a standard deviation of 2, stanine scores simplify norm-referenced performance reporting into single-digit bands.

103. (B) Letter grades awarded based on fixed mark cut-off ranges
Absolute grading evaluates student performance against fixed, predetermined percentage cut-off thresholds (e.g., 90% and above = A). Grades are assigned independently of how other candidates score, reflecting individual achievement relative to absolute performance benchmarks.

104. (B) Student rank relative to score distribution of the peer group
Relative grading, or grading on the curve, determines grades based on a student's relative position within the score distribution of their peer cohort. Grade boundaries are established using cohort mean and standard deviation, reflecting comparative class ranking rather than pre-fixed mark cut-offs.

105. (A) Both A and R are true and R is the correct explanation of A
Relative grading adjusts for variations in exam difficulty across years because grade boundaries adapt dynamically to the cohort's statistical parameters (mean and standard deviation). Both assertion and reason are true, with the reason correctly explaining why test difficulty fluctuations are neutralized.

106. (A) Top 1/8th of passed candidates
Under CBSE's 9-point relative grading system for Class 10, the top one-eighth (1/8th) of all passed candidates in a subject are awarded Grade A-1. This ensures that grade distribution remains strictly proportionate across large candidate populations based on relative cohort merit.

107. (A) Grade A-2
On CBSE's 9-point relative grading scale, after awarding Grade A-1 to the top 1/8th of passed candidates, the next 1/8th of passed candidates receive Grade A-2. The remaining passed examinees are divided into subsequent equal 1/8th proportion bands down through Grade D-2.

108. (D) I, II and III
On a standard 10-point educational grading scale, Grade A1 maps to Grade Point 10.0, Grade A2 maps to Grade Point 9.0, and Grade B1 maps to Grade Point 8.0. All three statements correctly represent standard grade-to-point numerical designations.

109. (B) Sum of Grade Points divided by total number of subjects
Cumulative Grade Point Average (CGPA) is computed by taking the arithmetic sum of Grade Points obtained across all main subjects and dividing that sum by the total number of subjects evaluated. It provides a single summary index of overall academic performance.

110. (B) 9.5
CBSE recommended multiplying a student's overall 10-point CGPA by a conversion factor of 9.5 to obtain an indicative percentage of marks. This factor was derived statistically from analyzing historical score distributions to provide a standardized conversion for post-secondary admissions.

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stable conditions, minimizing the impact of random measurement error on student scores.

63. (B) Validity
Validity represents the degree to which an assessment tool measures what it is specifically intended to measure. It validates whether test interpretations and decisions are scientifically sound, well-grounded, and aligned with the targeted educational objectives or psychological constructs being evaluated.

64. (A) Objectivity
Objectivity refers to the independence of test scores from the subjective opinions, personal biases, or grading variations of individual evaluators. When different scorers assign identical marks to the same response using a structured answer key, the test demonstrates a high level of scoring objectivity.

65. (A) Both A and R are true and R is the correct explanation of A
A test can produce highly consistent results (reliability) while measuring the wrong variable entirely, making it invalid for the intended purpose. Reliability is a necessary but insufficient condition for validity, making both the assertion and reason true with a correct explanatory relationship.

66. (D) Test-Retest reliability
Test-retest reliability measures score consistency over time by administering the same test to the same group of students on two separate occasions with a specified time interval between testing. The correlation between both sets of scores indicates the temporal stability of the assessment instrument.

67. (C) Content Validity
Content validity evaluates how comprehensively and accurately a test samples the intended domain of subject matter and learning objectives. It is established during test construction through systematic alignment grids and expert validation to ensure adequate representation of all relevant topic areas and cognitive levels.

68. (D) I, II and III
Content validity, construct validity, and criterion-related validity (encompassing predictive and concurrent validity) represent the three classic, fundamental categories of validity evidence in psychometrics. Together, they provide holistic justification for the meaningful interpretation and appropriate application of assessment results.

69. (B) Spearman-Brown Prophecy Formula
Split-half reliability artificially reduces test length by splitting items into two halves, which systematically underestimates overall test reliability. The Spearman-Brown Prophecy Formula is applied to correct for this reduction, mathematically estimating the reliability coefficient for the full-length test from the half-test correlation.

70. (B) A grid mapping learning objectives against content areas with item weightings
A Table of Specifications or test blueprint is a two-way grid that maps instructional objectives (such as knowledge, application, analysis) against content units, specifying item counts and mark allocations. It guides test creation to ensure balanced topic representation and appropriate cognitive sampling.

71. (B) To ensure content validity and balanced coverage of objectives and topics
The primary purpose of constructing a Table of Specifications is to guarantee content validity. By explicitly defining the proportion of items assigned to each topic and cognitive level, test developers prevent topic over-representation and ensure that tests align accurately with curricular targets.

72. (A) I → II → III → IV → V
Constructing an achievement test follows a structured sequence: planning objectives, preparing the blueprint, drafting items, conducting item analysis/pilot testing, and finalizing the test paper and key. Sequence option I → II → III → IV → V presents the correct, logical step-by-step psychometric workflow.

73. (A) $P = \frac{R}{N}$ (where R is number of correct responses and N is total number of candidates)
The Difficulty Index (P-value) of a test item is calculated by dividing the number of candidates who answered the item correctly (R) by the total number of candidates attempting the item (N). The resulting value ranges from 0.00 to 1.00, representing item ease.

MCQGPT

74. (B) The item is very easy as 95% answered correctly
A Difficulty Index (P-value) of 0.95 indicates that 95 percent of all examinees answered the item correctly. In classical test theory, higher P-values denote easier items, meaning this item possesses very low difficulty and was answered correctly by almost the entire candidate cohort.

75. (B) Optimal difficulty level for maximum score variability
An item with a Difficulty Index (P) of 0.50 means half the examinees answered correctly and half answered incorrectly. This 50% difficulty level maximizes test score variance and provides maximum potential for item discrimination between high and low performing candidates.

76. (A) $D = (22 - 7)/27 \approx 0.56$
The Discrimination Index (D) is computed as $\frac{U-L}{n}$, where U is upper group correct count (22), L is lower group correct count (7), and n is group size (27). Subtracting 7 from 22 yields 15, which divided by 27 equals approximately 0.56.

77. (B) More low-performers answered correctly than high-performers, indicating a flawed item
A negative Discrimination Index ($D = -0.30$) reveals that a larger proportion of low-scoring students answered the item correctly compared to high-scoring students. This indicates a flawed, misleading, or miskeyed item that fails to measure the intended construct and must be revised or discarded.

78. (B) Ineffective, requiring revision
In multiple-choice test construction, a distractor that attracts zero choices from both high and low performing groups is completely non-functional. Because it fails to serve as a plausible alternative for misinformed students, it contributes nothing to item discrimination and requires revision or replacement.

79. (B) Continuous assessment of cognitive, affective, and psychomotor development
Continuous and Comprehensive Evaluation emphasizes assessing student growth regularly throughout the academic session (continuous) across all domains of child development—cognitive, affective, and psychomotor (comprehensive). It integrates formative feedback with diverse evaluation tools beyond conventional end-of-year written examinations.

80. (D) Formative assessment integrated into instruction to provide ongoing learning feedback
Assessment 'FOR' Learning is inherently formative and embedded within daily classroom instruction. Its primary purpose is to collect real-time diagnostic evidence about student progress, allowing teachers to adjust instructional strategies and provide constructive feedback that directly enhances student understanding during the learning process.

81. (A) Active student engagement in self-assessment, peer-assessment, and learning reflection
Assessment 'AS' Learning emphasizes metacognitive growth by actively involving students in monitoring their own learning progress. Through self-assessment, peer feedback, and structured reflection, learners develop self-regulation, identify their own strengths and gaps, and take personal responsibility for their academic growth.

82. (B) Summative assessment measuring achievement at the end of instruction
Assessment 'OF' Learning refers to summative evaluation conducted at the conclusion of an instructional unit, term, or academic year. Its purpose is to measure total accumulated achievement against defined learning standards, assign formal letter grades or marks, and certify student performance levels.

83. (D) Ability to apply knowledge, skills, and attitudes in real-world contexts
Competency-based assessment evaluates whether a student can effectively integrate and apply acquired knowledge, skills, and values to solve practical problems or perform tasks in authentic contexts, moving away from testing passive factual memorization toward evaluating actionable real-world capabilities.

84. (B) Attitudes, values, and appreciation
In Bloom's taxonomy of educational objectives, the Affective Domain focuses on emotional growth, personal attitudes, values, ethics, feelings, interests, and appreciation. It tracks how learners receive, respond to, internalize, and organize values to guide their behavior and decision-making processes.

85. (C) A is true but R is false
Diagnostic assessment is conducted prior to or during instruction to uncover learning

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bottlenecks and misconceptions, guiding instructional adjustments. However, assigning final grades and ranking students is the objective of summative evaluation, making Assertion A true while Reason R is false.

86. (C) Mean
The arithmetic Mean is the measure of central tendency calculated by summing all individual test scores in a dataset and dividing the total sum by the number of scores. It provides a mathematical average representing the central score location of the entire distribution.

87. (A) 18
The Mode is defined as the score value that appears most frequently in a dataset. In the given set of scores (12, 15, 18, 18, 20, 22, 25), the number 18 occurs twice while all other numbers appear only once, making 18 the Mode.

88. (A) I and II only
The extreme score outlier 80 heavily inflates the Mean, whereas the Median remains robust against extreme score distortions. There is no repeating score in the dataset so no unique mode equal to 80 exists, making statements I and II the only correct assertions.

89. (B) Mode > Median > Mean
In a negatively skewed distribution, a cluster of high scores creates a long tail extending toward the lower values on the left. Consequently, the arithmetic Mean is pulled toward the lower tail, resulting in the relative positional order along the axis being Mode > Median > Mean.

90. (B) 68.26%
In a standard Normal Probability Curve, approximately 68.26 percent of all scores fall within one standard deviation above and below the mean (-1σ to $+1\sigma$). This empirical property defines the central concentration of observations in a perfectly symmetrical normal score distribution.

91. (C) 95.44%
In a standard Normal Probability Curve, approximately 95.44 percent of the total area under the curve lies within two standard deviations of the mean (between -2σ and $+2\sigma$). This mathematical property defines standard confidence boundaries in norm-referenced educational measurement.

92. (A) I, II and III only
A standard Normal Probability Curve is symmetrical and bell-shaped with equal Mean, Median, and Mode at the center, enclosing a total area of 1.00 (100%). A perfectly normal curve has a skewness value of exactly 0.00, rendering statement IV incorrect.

93. (B) 2 standard deviations above mean
A Z-score represents raw performance expressed in units of standard deviation from the distribution mean. A Z-score of $+2.0$ signifies that the candidate's raw score lies precisely two standard deviations above the arithmetic mean score achieved by the examinee norm group.

94. (C) Mean = 50, SD = 10
The T-score scale is a standard score scale anchored with an arbitrarily assigned Mean of 50 and a Standard Deviation of 10. Transformed via $T = 50 + 10(Z)$, it eliminates negative numbers and decimals, facilitating clear interpretation of standardized examination results.

95. (B) $Z = +2.0, T = 70$
Z-score is calculated as $(X - Mean)/SD$, which equals $\frac{70-60}{5} = +2.0$. Substituting $Z = +2.0$ into the T-score equation $T = 50 + 10(Z)$ yields $50 + 10(2) = 70$, establishing $Z = +2.0$ and $T = 70$.

96. (B) Scored equal to or higher than 85% of test takers
A Percentile Rank of 85 indicates that the student scored equal to or higher than 85 percent of the examinees in the comparison group. It does not mean the student answered 85% of questions correctly, as percentile ranks indicate relative standing rather than absolute percentage marks.

97. (C) Quartile Deviation
Quartile Deviation, also known as the semi-interquartile range, measures half the distance between the first quartile (Q_1) and third quartile (Q_3). It describes the spread of the middle 50 percent of scores in a distribution, offering a dispersion measure resistant to extreme outliers.

98. (B) Standard Deviation
Standard Deviation is mathematically defined as the positive square root of the Variance. It provides a measure of score dispersion expressed in the same original units as the test scores,

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driving competency-based and holistic evaluation practices.

31. (A) NIPUN Bharat Mission
To operationalize NEP 2020 goals, the Ministry of Education launched the NIPUN Bharat Mission. This national initiative aims to ensure that every child in India achieves foundational literacy and numeracy by the end of Grade 3, creating an enabling environment for acquiring basic reading, writing, and mathematical comprehension skills.

32. (B) II and III only
NEP 2020 emphasizes shifting assessment from summative testing to regular, formative, and competency-based evaluation, promoting 360-degree multidimensional progress cards. Standardized national surveys like NAS are maintained to track system health, making statements II and III the only correct principles regarding assessment reform highlighted in the policy.

33. (C) 1st April 2010
The Right of Children to Free and Compulsory Education Act, 2009 came into force across India on April 1, 2010. This historic statutory milestone legally operationalized Article 21A of the Constitution, granting every child aged six to fourteen the fundamental right to free and compulsory elementary education in a neighborhood school.

34. (D) 25%
Section 12(1)(c) of the RTE Act 2009 mandates private unaided schools to reserve at least twenty-five percent of entry-level seats for children belonging to weaker sections and disadvantaged groups. State governments reimburse these schools per-child cost, thereby promoting social inclusion and educational equity across private schooling networks.

35. (C) 30:1
The Schedule to the Right to Education Act 2009 prescribes a Pupil-Teacher Ratio of thirty to one (30:1) for primary schools (Classes I to V) with student enrollments up to 200. Maintaining this ratio ensures adequate individual instructional attention and manageable classroom sizes across elementary educational institutions.

36. (A) 3 full-time teachers (Science/Math, Social Studies, Languages)
For upper primary classes (Classes VI to VIII) with an enrollment of 105 students, the RTE Act Schedule mandates at least three full-time subject teachers: one for Science and Mathematics, one for Social Studies, and one for Languages. A full-time Headmaster is required only when enrollment exceeds 100 in primary or 100+ threshold criteria defined.

37. (B) 800 hours
The Schedule of the RTE Act 2009 stipulates a minimum of 800 instructional hours per academic year for primary classes (Classes I to V). This standard ensures sufficient structured teaching-learning time, supported by a minimum requirement of 200 working days within each academic calendar year for elementary schools.

38. (C) 220 days
According to the Schedule attached to the RTE Act 2009, upper primary schools (Classes VI to VIII) must operate for a minimum of 220 working days per academic year. This timeframe is paired with a statutory requirement of 1,000 instructional hours to ensure thorough curriculum delivery and academic development.

39. (B) Engaging in private tuition or private teaching activity
Section 28 of the Right to Education Act 2009 strictly prohibits school teachers from engaging in private tuition or private teaching activities. This legal restriction prevents commercialization of teaching, eliminates conflict of interest, and ensures that educators dedicate their full professional efforts toward instructional duties within designated school hours.

40. (B) Hold regular Class 5 and 8 exams, allowing detention if re-examination is failed
The RTE Amendment Act 2019 modified Section 16 to allow regular examinations at the end of Class 5 and Class 8. State governments can detain a child who fails the re-examination conducted within two months of results, provided mandatory remedial teaching is supplied prior to re-testing without expelling the child.

41. (C) Section 17
Section 17 of the RTE Act 2009 explicitly prohibits subjecting any child to physical punishment or mental harassment in schools. Violations of

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111. (B) $8.4 \times 9.5 = 79.8\%$
To derive the indicative percentage of marks from a CBSE CGPA of 8.4, multiply 8.4 by the official conversion factor of 9.5. Performing the multiplication 8.4×9.5 yields 79.8%, making option B the correct numerical calculation.

112. (A) I, II and III only
Grading systems reduce student anxiety, minimize arbitrary scoring errors inherent in exact mark allocations, and categorize performance into meaningful competency bands. However, grading does not eliminate the necessity for diagnostic feedback, making statements I, II, and III the correct combination of advantages.

113. (B) It obscures distinction between high-end scorers within the same grade band
A primary criticism of absolute grading systems with broad grade bands is that they obscure performance differences among students within the same band. For example, a student scoring 91% receives the same Grade A1 as a student scoring 100%, masking individual excellence.

114. (B) Descriptive indicators, rubrics, and observation
Co-scholastic areas such as Work Education, Art Education, and Health & Physical Education are evaluated qualitatively. Teachers assess student performance using systematic observation, qualitative rubrics, and descriptive indicators that track behavioral growth, participation, teamwork, and practical skills over time.

115. (B) Tracks ongoing growth and learning gaps formatively, while a Report Card summarizes summative achievement
A Progress Report is a formative reporting instrument designed to track ongoing student development, strengths, and specific learning gaps during instruction. Conversely, a Report Card is a formal summative document issued at the end of a term summarizing final overall achievement grades.

116. (B) 360-degree assessment covering cognitive, affective, and psychomotor domains with self, peer, and teacher input
The Holistic Progress Card mandated by NEP 2020 features a 360-degree, multidimensional report that covers cognitive, affective, and psychomotor domains. It integrates self-assessment, peer feedback, and teacher evaluations to portray a comprehensive profile of a child's overall developmental progress.

117. (B) Reflect on learning, identify achievements, and recognize areas needing support
Under the Holistic Progress Card framework, student self-assessment encourages metacognitive reflection. Children evaluate their own learning experiences, identify personal achievements, recognize areas requiring improvement, and set self-directed goals, fostering autonomy and active self-regulated learning.

118. (B) Digitally manage attendance, assessments, report cards, and academic tracking
Educational portals like Edudel in Delhi Government schools serve as administrative platforms to digitize student records. They allow seamless logging of daily attendance, entry of assessment scores, generation of automated report cards, and real-time tracking of student academic trajectory across state schools.

119. (B) Restrict access to authorized personnel and parents to protect privacy rights
Protecting confidentiality of student records requires school administrators to enforce strict data privacy protocols. Personal records, diagnostic test results, and health files must be restricted exclusively to authorized educators, school leadership, and parents to prevent unauthorized disclosure and safeguard student privacy rights.

120. (A) Awarding higher grades for lower-standard work, artificially inflating results
Grade Inflation refers to the administrative phenomenon where academic institutions award progressively higher letter grades for student performance that would have previously earned lower marks. This practice artificially inflates pass percentages and average grades, devaluing academic credentials over time.

121. (B) Identifying learning gaps, delivering targeted remediation, and tracking progress
Remedial reporting in school administration focuses on diagnosing specific learning weaknesses, detailing planned remedial teaching interventions, and tracking student progress over time. It provides a constructive framework for teachers and parents to support underperforming students rather than imposing public penalization.

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122. (B) The appropriate Government and local authorities to ensure elementary education for every child
Under Article 21A, the term 'Compulsory Education' casts a legal obligation on the appropriate Government and local authorities to provide and ensure free elementary education. This includes ensuring admission, attendance, and completion of elementary education for every child aged six to fourteen years.

123. (C) Article 350B
Article 350B of the Constitution of India provides for the appointment of a Special Officer for Linguistic Minorities by the President. The officer's duty is to investigate all matters relating to safeguards provided for linguistic minorities and report directly to the President upon those matters.

124. (A) Multipurpose Schools
The Secondary Education Commission (1952–53), chaired by Dr. A.L. Mudaliar, recommended establishing Multipurpose Schools. These institutions were designed to offer diverse elective streams—including technical, commercial, agricultural, and aesthetic courses alongside general academic subjects—to match students' varying aptitudes and interests.

125. (A) Both A and R are true and R is the correct explanation of A
The Kothari Commission recommended introducing Work Experience as an integral component of school education. It sought to link learning with real-life productive work, bridging the gap between education and productivity, making both assertion and reason true with a correct explanatory relationship.

126. (D) Computer labs with internet connections in every primary school
Launched in 1987, Operation Blackboard targeted basic infrastructure in primary schools, providing two all-weather rooms, two teachers (one female), and fundamental teaching-learning aids like blackboards and charts. Establishing high-tech computer labs with internet connections was not a mandated provision under this scheme.

127. (B) 50%
The National Education Policy 2020 sets a target to raise the Gross Enrolment Ratio in higher education, including vocational education, from 26.3% in 2018 to 50% by the year 2035. This target aims to double post-secondary educational access nationwide through capacity expansion.

128. (D) I, II and III
Under NEP 2020, the Preparatory Stage covers Classes 3 to 5 for children aged 8 to 11 years. It focuses on activity-based, play-oriented, and interactive classroom learning to build foundational concepts, making all three statements accurate representations of this stage.

129. (A) The Schedule to the RTE Act
Section 19 of the Right to Education Act 2009 lays down that no school shall be established or recognized unless it satisfies the statutory norms and standards specified in the Schedule attached to the Act, covering pupil-teacher ratios, building infrastructure, instructional days, and teacher working hours.

130. (B) National Council for Teacher Education (NCTE)
Under Section 23(1) of the RTE Act 2009, the National Council for Teacher Education is designated as the academic authority authorized by the Central Government to lay down minimum professional qualifications required for appointment as an elementary school teacher across India.

131. (B) Literacy and Numeracy
The NIPUN Bharat Mission outlines foundational learning targets called 'Lakshyas' specifically in the core domains of Foundational Literacy and Foundational Numeracy. These benchmarks ensure children acquire basic reading comprehension, writing, and fundamental mathematical calculation skills by Grade 3.

132. (A) I, II and III only
Section 24 of the RTE Act mandates teachers to maintain punctuality, complete curriculum on time, and assess each child's learning ability to provide supplementary instruction. Private tuition is strictly banned under Section 28, making statements I, II, and III the correct combination.

133. (D) Conducted during instruction to provide diagnostic feedback
Formative assessment is an ongoing, diagnostic evaluation process conducted during instructional delivery. Its key feature is providing immediate

MCQGPT

feedback to both teachers and students, enabling pedagogical adjustments and timely learning support before summative end-of-term evaluations occur.

134. (B) Self-assessment
Self-assessment occurs when students reflect upon, evaluate, and critically judge their own work and learning progress against explicit predetermined criteria or rubrics. This practice fosters metacognitive awareness, self-regulation, and personal responsibility for learning growth.

135. (B) No, a test may consistently measure the wrong construct, giving low validity
High reliability indicates score consistency, but it does not guarantee validity. A test can consistently yield identical scores while measuring an unintended variable or incorrect construct, proving that reliability does not automatically imply validity in educational assessment.

136. (B) Discard or revise the item due to excessive difficulty and poor discrimination
A Difficulty Index (P) of 0.12 shows that only 12% answered correctly (too difficult), while a Discrimination Index (D) of 0.05 indicates near-zero ability to differentiate between high and low performers. The item is psychometrically flawed and must be discarded or extensively revised.

137. (C) -0.88
The strength of a correlation coefficient is determined by its absolute magnitude, regardless of its positive or negative sign. An absolute value of 0.88 ($|-0.88|$) represents a stronger relationship than 0.75, 0.40, or 0.00, making -0.88 the strongest relationship.

138. (A) Range
In descriptive statistics, the Range is the simplest measure of variability, calculated by subtracting the lowest score from the highest score in a dataset. It provides an immediate indication of the total spread of scores across the distribution.

139. (A) 0.00
Skewness measures the degree of asymmetry in a score distribution. In a perfectly symmetrical Normal Probability Curve, the left and right sides are mirror images around the central mean, resulting in a skewness value of exactly 0.00.

140. (B) 50
A raw score equal to the mean converts to a Z-score of 0.00. Using the standard T-score transformation formula $T = 50 + 10(Z)$, substituting $Z = 0$ yields $T = 50 + 10(0) = 50$.

141. (A) 34.13%
Because a normal curve is perfectly symmetrical and encloses 68.26% of data between -1σ and $+1\sigma$, exactly half of this central area—34.13 percent—falls between the central Mean ($Z = 0$) and $+1$ standard deviation ($+1\sigma$).

142. (B) 50th Percentile
In a symmetrical normal distribution, the Median divides the dataset precisely into two equal halves. Consequently, a score equal to the Median lies exactly at the 50th percentile rank, meaning 50 percent of scores fall at or below this value.

143. (A) Absolute Grading
Absolute grading assigns student letter grades based on fixed, predetermined score cut-off thresholds (such as 90% and above for Grade A). Scores are evaluated directly against absolute criterion standards rather than comparing performance against peer group rank distributions.

144. (B) Unsatisfactory / Essential Repeat
On a standard 5-point absolute grading scale (A, B, C, D, E), Grade 'E' typically represents unsatisfactory performance or failure to meet minimum competency thresholds, requiring remedial instruction, re-examination, or essential repeat of the course unit.

145. (A) Both A and R are true and R is the correct explanation of A
The 360-degree Holistic Progress Card incorporates peer assessment alongside self and teacher evaluations. Peer feedback develops empathy, collaborative skills, and critical reflection, making both statements true with the reason correctly explaining the pedagogical purpose of peer inclusion.

146. (A) Discuss student progress, share feedback, and align home-school learning strategies
Parent-Teacher Meetings serve as a collaborative reporting platform in school administration. They enable educators and parents to review holistic progress, discuss individual strengths and learning gaps, and coordinate supportive

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258. (A) Birth certificate or prescribed document, without denial for lack of age proof
Section 14 of the RTE Act 2009 states that age shall be determined by birth certificate or prescribed documents, explicitly barring denial of admission for lack of age proof.

259. (B) Samagra Shiksha
Kasturba Gandhi Balika Vidyalayas (KGBVs) are residential girls' schools operating under the Samagra Shiksha scheme in Educationally Backward Blocks to promote education among disadvantaged girls.

260. (B) Annamaya Kosha
In NCFFS 2022, mapped from the Pancha Kosha framework, Annamaya Kosha represents the physical sheath corresponding directly to physical development and bodily growth.

261. (D) Predictive validity coefficient
Test usability involves practical administration factors like scoring ease, clarity, time, and cost. Predictive validity is a psychometric property measuring test accuracy rather than administrative usability.

262. (B) Foils / Distractors
Incorrect options in a multiple-choice item are technically termed Foils or Distractors. They are designed to appear plausible to examinees who have not mastered the required content.

263. (B) -1.00 to $+1.00$
Item Discrimination Index (D) values range strictly between -1.00 and $+1.00$. Positive values indicate that higher performers answered correctly, while negative values show lower performers answered correctly.

264. (A) RTE Act 2009 Section 29
Continuous and Comprehensive Evaluation was formally instituted by CBSE in alignment with Section 29 of the RTE Act 2009, which prescribes continuous evaluation of child learning capacities across domains.

265. (A) Both A and R are true and R is the correct explanation of A
In a normal distribution, Mean, Median, and Mode coincide at the center because the curve is perfectly symmetrical, making both statements true with a correct explanatory link.

266. (B) The higher (right) end
In a positively skewed score distribution, the long tail extends toward the higher score values on the right side of the scale, indicating that most examinees scored near the lower end.

267. (A) 0.00
Standardized Z-scores are defined with an arithmetic mean of exactly 0.00 and a standard deviation of 1.00, serving as a baseline unit of score deviation.

268. (D) I, II and III
Absolute grading, relative grading, and direct grading (assigning qualitative letter grades directly without numerical mark conversion) are all recognized evaluation approaches in educational systems.

MCQGPT

269. (C) 7.0
On a standard 10-point relative grading scale, Grade B-2 is assigned a Grade Point value of 7.0, positioned below Grade B-1 (8.0) and above Grade C-1 (6.0).

270. (B) To inform parents about weak competencies and outline targeted support strategies
Remedial reporting communicates specific student learning gaps to parents, detailing planned instructional support strategies and providing actionable steps for home-school collaboration.

271. (A) Fundamental Right
Article 21A was inserted into Part III of the Constitution by the 86th Amendment Act 2002, making free and compulsory education for ages 6–14 a legally enforceable Fundamental Right.

272. (A) I, II and III only
Article 21A, Article 45, and Article 51A(k) are correctly described. Seventh Schedule Entry 25 places education in the Concurrent List rather than the Union List, making statements I, II, and III correct.

273. (A) Education and National Development
The landmark report of the Education Commission (1964–66), chaired by Dr. D.S. Kothari, was titled "Education and National Development," reflecting its vision of education as a tool for economic and social growth.

159. (A) Interdisciplinary, inquiry-driven, and experiential learning
NCF-SE 2023 advocates an interdisciplinary, inquiry-driven, and experiential pedagogical approach in Middle and Secondary stages. It prioritizes conceptual understanding, critical thinking, practical problem-solving, and cross-subject integration over traditional rote memorization and passive textbook lecture formats.

160. (C) 2026-27
The NIPUN Bharat Mission sets target year 2026-27 for achieving universal foundational literacy and numeracy across all primary schools nationwide. The mission ensures every child attains fluent reading comprehension and basic mathematical skills by completing Grade 3.

161. (D) Inherent capacity to learn future skills upon training
In educational testing, Aptitude measures an individual's potential or inherent capacity to acquire new skills or knowledge when given training. Conversely, Achievement measures past learning and accumulated mastery resulting from completed formal instruction or coursework.

162. (C) Aptitude Test
An Aptitude Test is designed to predict an individual's future success, performance, or trainability in a specialized domain, such as engineering, music, or numerical reasoning, prior to formal specialized training in that specific discipline.

163. (A) Concurrent Validity
Concurrent validity is a form of criterion-related validity established by correlating scores from a newly developed test with scores obtained simultaneously from an existing, validated external criterion measure administered to the same group at the same time.

164. (B) Superficial appearance that a test measures what it claims to measure
Face validity refers to the superficial judgment by examinees or lay observers that a test appears to measure what it purports to measure. Unlike empirical construct or criterion validity, face validity relies on subjective appearance rather than statistical validation.

165. (A) Both A and R are true and R is the correct explanation of A
Adding homogeneous items increases test length and samples the content domain more thoroughly, which reduces random measurement error and raises the reliability coefficient. Both statements are true, and the reason correctly explains why longer tests exhibit higher reliability.

166. (A) Kuder-Richardson Formula 20 (KR-20)
The Kuder-Richardson Formula 20 (KR-20) measures internal consistency reliability for tests composed of dichotomously scored items (graded right or wrong, 1 or 0). It evaluates item inter-correlations across the entire test without requiring split-half test division.

167. (B) Stem
In a multiple-choice item, the Stem is the initial part of the item that presents the specific problem, question, or task to be solved. It provides the context and clear instructional prompt required for examinees to select the correct answer choice.

168. (D) I, II and III
Effective multiple-choice item construction requires a clear problem statement in the stem, plausible distractors to attract misinformed students, and the elimination of grammatical clues that inadvertently reveal the key choice. All three guidelines represent essential item-writing principles.

169. (B) 0.35 to 0.65
For general achievement tests, the ideal item Difficulty Index (P) ranges between 0.35 and 0.65, centered around 0.50. Items within this range maximize score variance and provide optimal conditions for discriminating individual differences in candidate achievement.

170. (C) Excellent discrimination power
In item analysis, a Discrimination Index (D) of $+0.40$ or higher indicates excellent discrimination power. An item with $D = +0.45$ effectively distinguishes between high-performing and low-performing candidates, making it a high-quality item suitable for retention.

171. (B) Assessing both Scholastic and Co-Scholastic growth aspects
In CCE, 'Comprehensive' signifies evaluating a student's development holistically across both Scholastic domains (curricular subjects) and Co-Scholastic domains (life skills, attitudes, values,

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228. (B) II only
For skewed score distributions, the Median and Interquartile Range are the most appropriate descriptive statistics because they are resistant to extreme score outliers that distort the Mean and Standard Deviation.

229. (A) 8,000
In CBSE's relative 9-point grading system, the top 1/8th of passed candidates receive Grade A-1. Calculating 1/8th of 80,000 passed candidates ($80{,}00\frac{0}{8}$) gives 8,000 candidates.

230. (B) $9.0 \times 9.5 = 85.5\%$
Converting a CBSE 10-point CGPA to an indicative percentage requires multiplying by 9.5. Multiplying a CGPA of 9.0 by 9.5 (9.0×9.5) gives 85.5%.

231. (B) Administrative feasibility, ease of administration, scoring, and interpretation
Usability (or practicability) of an evaluation tool refers to administrative convenience, reasonable financial cost, clarity of instructions, ease of test administration, simple scoring procedures, and straightforward result interpretation.

232. (A) I, II and III only
A 360-degree Holistic Progress Card combines cognitive tracking, self and peer reflections, and teacher evaluations of affective growth. Publicly broadcasting student scores on social media violates privacy rights, making options I, II, and III correct.

233. (B) The State (Government and local authorities)
The fundamental right to free and compulsory education under Article 21A creates a constitutional obligation enforceable primarily against the State, including central, state, and local government authorities.

234. (C) Parliament and State Legislatures
Entry 25 of the Concurrent List (List III) in the Seventh Schedule grants shared legislative competence to both the Union Parliament and State Legislatures to enact laws concerning education.

235. (B) Wood's Despatch of 1854
The Hunter Education Commission of 1882 was appointed by Lord Ripon to review educational progress in India since Wood's Despatch of 1854, focusing particularly on primary and secondary education expansion.

236. (B) Shifting away from rote methods towards experiential conceptual understanding
Replacing formula memorization with practical laboratory experimentation directly implements the NCF-SE core guiding principle of shifting pedagogical practice away from rote learning toward experiential understanding.

237. (B) 'Educational burden' and recommended replacing text-centric teaching with understanding
The Yashpal Committee Report (1993) characterized heavy curricula and non-comprehension as an 'educational burden' on children, recommending replacing textbook-centric memorization with meaningful learning and conceptual comprehension.

238. (B) Build capacity to provide quality education for all girls and transgender students
NEP 2020 proposes establishing a Gender-Inclusion Fund to assist States in providing equitable, quality education for all girl and transgender students, focusing on sanitation, safety, targeted stipends, and inclusive infrastructure.

MCQGPT

239. (A) At the start of the academic year or extended period, without denial of admission if late
Section 15 of the RTE Act 2009 mandates that a child shall be admitted to school at the beginning of the academic year or within an extended period, prohibiting denial of admission even if sought late.

240. (B) 1000 hours
The Schedule to the RTE Act 2009 prescribes a minimum of 1,000 instructional hours per academic year for upper primary classes (Classes VI to VIII), alongside a minimum requirement of 220 working days.

241. (B) Grades 3, 5, 8, and 10
The National Achievement Survey (NAS) periodically evaluates learning levels across India by assessing representative student samples in Grades 3, 5, 8, and 10 to monitor educational system efficacy.

242. (A) Standardized scores from a representative sample used to interpret test results
In psychometrics, Norms refer to standardized performance data gathered from a representative reference sample. They provide empirical

185. (A) Both A and R are true and R is the correct explanation of A
Article 350A mandates primary instruction in the mother tongue, aligned with official language provisions in the Eighth Schedule. Early childhood pedagogy is most effective when conducted in the home language, making both statements true with a direct explanatory link.

186. (C) 86th Amendment, 2002
The 86th Constitutional Amendment Act of 2002 inserted clause (k) into Article 51A. This clause created a fundamental duty for parents or guardians to provide educational opportunities to their children aged six to fourteen years.

187. (B) Dr. S. Radhakrishnan
The University Education Commission of 1948–49 was chaired by Dr. Sarvepalli Radhakrishnan. It evaluated higher education in independent India, making key recommendations regarding university governance, faculty standards, research expansion, and the establishment of the University Grants Commission.

188. (D) I, II and III
The Mudaliar Commission reviewed Secondary Education, the Radhakrishnan Commission addressed University Education, and the Kothari Commission provided a comprehensive national review across all educational stages. All three commission pairings are historically accurate.

189. (B) Kothari Commission
The National Policy on Education 1968 was formulated based on the recommendations of the Kothari Commission (1964–66). It represented independent India's first policy framework, advocating compulsory education, teacher training, the three-language formula, and educational expenditure of 6% of national income.

190. (C) Mother tongue, Hindi, and English
At the secondary stage in non-Hindi speaking states, the Three-Language Formula under NPE 1986 specifies teaching the regional language or mother tongue, Hindi, and English. This policy promotes national integration while preserving regional linguistic heritage.

191. (B) 3 years of preschool/Anganwadi + 2 years of primary school
In the Foundational Stage under NEP 2020, the five-year continuum is divided into three years of early childhood care and education in Anganwadi/preschool (ages 3 to 6) followed by two years of primary schooling in Classes 1 and 2 (ages 6 to 8).

192. (A) I, II and III only
The RTE Act 2009 provides free compulsory education for ages 6–14, bans capitation fees and screening tests, and prohibits private teacher tuitions. It contains no provision for reserving private school quotas in government jobs, making statements I, II, and III correct.

193. (B) State-determined per-child cost or actual tuition fee, whichever is lower
Under Section 12(2) of the RTE Act 2009, private unaided schools providing free 25% quota admissions are reimbursed by the State based on the state-calculated per-child expenditure or the school's actual tuition fee, whichever is lower.

194. (B) NEP 2020
The PM-SHRI (PM Schools for Rising India) centrally sponsored scheme aims to upgrade over 14,500 schools as exemplar institutions. These schools showcase the implementation of the National Education Policy 2020, featuring modern pedagogy, smart infrastructure, and holistic evaluation.

195. (B) Ipsative assessment
Ipsative assessment evaluates a learner's current performance against their own previous performance over time. Rather than comparing results against peer norms or external benchmarks, ipsative tracking measures individual growth, self-improvement, and personal effort.

196. (A) Concurrent validity
Demonstrating a high positive correlation ($r = +0.85$) between a newly developed test and an established criterion test administered at the same time provides strong empirical evidence of concurrent validity for the new instrument.

197. (B) Cronbach's Alpha (α)
Cronbach's Alpha (α) measures internal consistency reliability for tests containing non-dichotomous items, such as partial-credit essay questions, Likert rating scales, or multi-point rubrics, evaluating overall item interrelatedness.

198. (B) Reliability coefficient
The Standard Error of Measurement (SEM) is inversely related to test reliability, computed as

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work education, sports, and arts), promoting multi-dimensional child development.

172. (A) I, II and III only
Formative assessment utilizes continuous diagnostic tools such as observations, portfolios, journals, quizzes, and peer feedback to guide ongoing learning. High-stakes annual board examinations are summative evaluations, making options I, II, and III the correct formative tools.

173. (B) Identifying computational errors, conceptual misunderstandings, and learning gaps
A Diagnostic Test in Mathematics pinpoints specific computational mistakes, persistent learning gaps, and underlying conceptual misunderstandings. The findings allow teachers to design targeted remedial instruction and tailored practice activities to address identified student weaknesses.

174. (B) 50%
In a symmetrical normal distribution of test scores, the central peak corresponds simultaneously to the Mean, Median, and Mode. Because the distribution is divided into two equal symmetrical halves, exactly 50 percent of the scores fall below the mean.

175. (A) 5
Standard Deviation (σ) is defined as the positive square root of the Variance. Given a Variance of 25, taking the square root ($\sqrt{25}$) gives a Standard Deviation of 5.

176. (B) Subject B has higher score variability around the mean
Standard deviation quantifies score dispersion around the arithmetic mean. While both subjects share an equal mean of 60, Subject B's higher standard deviation (SD = 15) compared to Subject A (SD = 5) demonstrates significantly greater score variability and spread among examinees.

177. (C) Third Quartile (Q_3)
In descriptive statistics, the Third Quartile (Q_3) represents the score point below which 75 percent of the distribution falls. Consequently, Q_3 is mathematically identical to the 75th Percentile ($P_{\{75\}}$).

178. (B) Q_2 and $P_{\{50\}}$
The Median of a score distribution represents the 50th percentile rank ($P_{\{50\}}$) and equals the Second Quartile (Q_2). All three statistical terms denote the exact midpoint dividing an ordered score dataset into two equal halves.

179. (C) 50
A Z-score of 0.00 corresponds to a score located exactly at the mean of a normal distribution. Converting this to a standard T-score using $T = 50 + 10(Z)$ yields $T = 50 + 10(0) = 50$.

180. (B) Relative Grading System
CBSE's 9-point grading system for Class 10 board examinations is a relative grading system. Candidates are awarded letter grades (A-1 to D-2) based on their relative rank order within fixed proportion bands (such as 1/8th intervals) of the passed candidate cohort.

181. (A) Grade A based purely on pre-fixed percentage cut-off
In an absolute grading system, student grades are determined strictly by predetermined percentage mark boundaries. Scoring 88% places the student within the pre-fixed 81–90% cut-off band for Grade A, independent of peer performance or statistical scaling curves.

182. (B) Synthesizes performance across subjects into a single numerical index
The primary operational advantage of a Grade Point Average (GPA) is that it summarizes academic achievement across diverse subjects into a single, standardized numerical index, facilitating overall progress tracking, institutional record-keeping, and post-secondary credit evaluation.

183. (A) Academic Transcript
An Academic Transcript is an official institutional document that provides a comprehensive, multi-year summary of a student's complete academic history, including completed courses, credit hours earned, grades awarded, and cumulative grade point averages.

184. (B) Assessment of 21st-century skills, critical thinking, and conceptual clarity
Under NEP 2020, PARAKH is tasked with reforming assessment frameworks across school boards to shift evaluation away from rote memorization toward testing 21st-century skills, critical thinking, problem-solving, and deep conceptual understanding.

MCQGPT

213. (C) Unaided minority institutions
Under Section 21 of the RTE Act 2009, unaided minority educational institutions protected under Article 30(1) are legally exempted from the mandatory requirement of constituting a School Management Committee.

214. (B) Up to 10 times the capitation fee
Section 13(2)(a) of the RTE Act 2009 stipulates that any school or person collecting a capitation fee shall be punishable with a fine extending up to ten times the capitation fee charged.

215. (B) Foundational, Preparatory, Middle, Secondary
Aligned with NEP 2020, NCF-SE 2023 structures school education into four distinct developmental stages: Foundational (ages 3–8), Preparatory (ages 8–11), Middle (ages 11–14), and Secondary (ages 14–18).

216. (B) Implement targeted FLN remedial interventions and activity-based reading modules
Under NIPUN Bharat, when diagnostic evaluations reveal reading difficulties, school leaders must prioritize targeted remedial interventions, structured FLN phonics activities, and guided reading support rather than detaining or reprimanding students.

217. (A) Criterion-Referenced Evaluation
Criterion-Referenced Evaluation measures a student's test performance against predetermined performance standards or learning objectives (such as achieving 80% accuracy) without comparing the score to peer group performance.

218. (C) Reliability
Reliability is defined as the consistency, stability, and dependability with which an evaluation tool produces repeatable measurement results across repeated administrations under similar conditions.

219. (B) Parallel-forms reliability
Parallel-forms reliability (or equivalent-forms reliability) assesses score consistency by administering two different but equivalent versions of a test to the same group of examinees and correlating the resulting scores.

220. (B) Expert judgment verifying alignment between items and domain specifications
Content validity of an achievement test is established through expert qualitative judgment. Domain experts analyze test items against the Table of Specifications to ensure full representation of target content and cognitive objectives.

221. (B) Retain it as an item with optimal difficulty and discrimination
A Difficulty Index (P) of 0.50 represents optimal item ease, while a Discrimination Index (D) of 0.60 indicates excellent power to differentiate high and low performers. The item should be retained unchanged.

222. (C) Creating
In Anderson and Krathwohl's Revised Bloom's Taxonomy, 'Creating' represents the highest cognitive level. It involves reorganizing elements into new structures, generating original products, planning solutions, and producing novel work.

223. (B) 16
For an even number of ordered values (8, 12, 15, 17, 22, 28), the Median is the arithmetic average of the two middle values (15 and 17). Calculating $\frac{15+17}{2}$ gives 16.

224. (B) Mean increases by $+5$, while Standard Deviation remains unchanged
Adding a constant (+5) to every score in a distribution increases the arithmetic Mean by exactly +5. However, because score dispersion around the new mean remains identical, the Standard Deviation remains completely unchanged.

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225. (A) Both A and R are true and R is the correct explanation of A
Standard Deviation is a more stable dispersion measure than Range because it incorporates every score's deviation from the mean, whereas Range relies only on extreme scores. Both statements are true with a correct explanation.

226. (B) 81.85%
In a normal distribution, the area between -1σ and the Mean is 34.13%, and between the Mean and $+2\sigma$ is 47.72%. Summing these two areas ($34.13\% + 47.72\%$) yields 81.85%.

227. (A) $+1.0$
Z-score is computed as $(X - Mean)/SD$. Substituting raw score 80, Mean 70, and SD 10 gives $Z = \frac{80-70}{1} 0 = +1.0$.

home-school learning strategies to foster student growth.

147. (B) To provide a longitudinal record of academic, co-curricular, and personal growth
Cumulative Record Cards and transcripts systematically record a student's continuous developmental progress over multiple school years. They provide a comprehensive, longitudinal record of academic grades, co-curricular involvement, health metrics, attendance, and personal growth for guidance and administrative continuity.

148. (D) I, II and III
NCERT frames national curriculum and textbooks, NCTE sets teacher preparation and professional benchmarks, and PARAKH establishes standardized assessment frameworks. All three institutions play direct, essential roles in guiding school curriculum and evaluation standards nationally.

149. (A) Every citizen who is a parent or guardian
Article 51A(k) of the Indian Constitution explicitly imposes a fundamental duty on every citizen of India who is a parent or guardian to provide opportunities for education to their child or ward between six and fourteen years of age.

150. (C) Article 30
Article 30 of the Constitution guarantees religious and linguistic minorities the right to establish and administer educational institutions. Article 30(2) specifically prohibits the State from discriminating against any minority-managed institution when granting financial aid.

151. (B) Prime Minister's Advisory Group (Sam Pitroda)
The National Knowledge Commission was constituted in 2005 as a high-level advisory body to the Prime Minister, chaired by Sam Pitroda. It was tasked with recommending policy reforms to transform India's knowledge infrastructure, higher education, research institutions, and school systems.

152. (A) I, II and III only
NPE 1986 established the national 10+2+3 education structure, focused on equalizing educational access across social groups, and introduced Operation Blackboard. It did not advocate immediate abolition of all board exams, making statements I, II, and III correct.

153. (A) Transform India into a vibrant knowledge society by providing quality education to all
The core vision of the National Education Policy 2020 is to re-fashion India into a global knowledge superpower and vibrant knowledge society. It aims to achieve this by delivering high-quality, inclusive, equitable, and multidisciplinary education to all learners nationwide.

154. (B) Classes 6 to 8 (Ages 11 to 14)
In the 5+3+3+4 structure under NEP 2020, the Middle Stage spans three years, covering Classes 6 through 8 for children aged eleven to fourteen years. Pedagogy at this stage emphasizes subject-oriented experiential learning, inquiry, critical thinking, and vocational exposure.

155. (C) Section 9
Section 9 of the Right to Education Act 2009 delineates the statutory duties of local authorities. It mandates local bodies to ensure free and compulsory elementary education, maintain child census records, oversee school admissions, and monitor infrastructure and teacher availability.

156. (C) Admitted to an age-appropriate class (Class 4) with special training to catch up
Section 4 of the RTE Act 2009 requires that an out-of-school child aged 9 years be admitted directly into an age-appropriate class (Class 4). To support academic integration, the school must provide compulsory special training tailored to help the child catch up.

157. (C) School Management Committee (SMC)
Section 22 of the Right to Education Act 2009 mandates the School Management Committee to prepare the annual School Development Plan. This plan serves as the basis for government grant allocations, infrastructure enhancements, and resource deployment within the school.

158. (A) NISHTHA (National Initiative for Teachers' Holistic Advancement)
Under Samagra Shiksha, teacher professional development is primarily delivered through NISHTHA. This flagship capacity-building program trains elementary and secondary teachers, school principals, and key resource personnel to improve learning outcomes through modern, learner-centered pedagogical techniques.

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benchmarks against which individual test scores are evaluated and interpreted.

243. (A) The effect of test length on reliability
The Spearman-Brown Prophecy Formula is used in psychometrics to estimate how changes in test length affect the reliability coefficient, particularly when adjusting split-half reliability estimates to full-length test equivalents.

244. (A) 0.27
The Difficulty Index (P) is calculated as $P = \frac{R}{N}$. Dividing 27 correct responses by 100 total candidates ($2\frac{7}{1}00$) gives a Difficulty Index of 0.27.

245. (A) Both A and R are true and R is the correct explanation of A
Competency-based assessment measures practical application of knowledge, skills, and attitudes in authentic tasks rather than superficial factual recall, making both assertion and reason true with a correct explanatory relationship.

246. (B) 76
Range is computed as the difference between highest and lowest values ($X_{\max} - X_{\min}$). In the set (23, 45, 12, 88, 56, 34), subtracting 12 from 88 ($88 - 12$) gives a Range of 76.

247. (B) Median
The Median is the measure of central tendency representing the exact middle value of an ordered dataset, dividing the distribution into two equal halves above and below its location.

248. (A) I only
The strength of a linear relationship is determined by the absolute magnitude of r. An absolute correlation value of 0.82 ($|+0.82|$) is greater than 0.15 or 0.65, making $r = +0.82$ the strongest linear relationship.

249. (C) 99.87th Percentile
On a standard normal probability curve, the area falling at or below $+3\sigma$ above the mean encompasses $50\% + 49.87\% = 99.87\%$ of total distribution area, corresponding to the 99.87th percentile rank.

250. (A) Top $\frac{1}{8}$
In CBSE's 9-point relative grading system, the top one-eighth ($\frac{1}{8}th$) of passed candidates in each subject receive Grade A-1, establishing relative performance bands.

251. (A) Cumulative Grade Point Average
CGPA stands for Cumulative Grade Point Average. It represents the overall average of Grade Points obtained across all subjects over a defined period of study.

252. (A) I, II and IV only
Maintaining cumulative record cards requires regular updates, secure data privacy, and usage for diagnostic guidance. Publicly releasing diagnostic reports violates student privacy, making statements I, II, and IV correct.

253. (B) Social injustice and exploitation
Article 46 of the Indian Constitution obligates the State to promote the educational and economic interests of Scheduled Castes and Scheduled Tribes, explicitly protecting them from social injustice and all forms of exploitation.

254. (C) President of India
Article 350A empowers the President of India to issue such directions to any State as deemed necessary or proper for securing facilities for instruction in the mother tongue at the primary stage.

255. (A) Prof. D.P. Chattopadhyaya
The National Commission on Teachers I (1983–85), focusing on school teachers, was chaired by Prof. D.P. Chattopadhyaya. It made comprehensive recommendations regarding teacher status, working conditions, training, and professional ethics.

256. (C) 220 days
Under the Schedule of the RTE Act 2009, upper primary schools (Classes 6 to 8) must operate for a minimum of 220 working days per academic calendar year.

257. (B) Formulating National Professional Standards for Teachers (NPST) as a PSSB
Under NEP 2020, NCTE is envisioned as a Professional Standard Setting Body (PSSB) tasked with formulating the National Professional Standards for Teachers (NPST) to guide career development, training, and evaluation.

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$SEM = SD\sqrt{1 - r_{xx}}$. As the reliability coefficient ($\eta_{\{\times\}}$) increases toward 1.0, measurement error decreases, yielding greater score accuracy.

199. (B) $+1.00$
Discrimination Index (D) is calculated as $\frac{U-L}{n}$. When all upper group candidates answer correctly ($U = 27$) and all lower group candidates answer incorrectly ($L = 0$), $D = \frac{27-0}{2}7 = +1.00$, indicating perfect item discrimination.

200. (B) Negatively Skewed
In a score distribution where the Mean (65) is lower than the Median (70), the scores form a negatively skewed distribution. The presence of a few low scores drags the arithmetic Mean to the left below the central Median.

201. (A) Mesokurtic
A perfectly normal probability distribution curve has a standard degree of peakedness classified as Mesokurtic. It possesses a Kurtosis coefficient of 3 (or relative kurtosis $\gamma_2 = 0$), serving as the baseline between high-peaked (leptokurtic) and flat (platykurtic) distributions.

202. (B) 40
Converting a Z-score of -1.0 to a standard T-score uses the formula $T = 50 + 10(Z)$. Substituting $Z = -1.0$ gives $T = 50 + 10(-1) = 40$.

203. (A) 5-point Grading Scale
A 5-point grading scale categorizes academic achievement into five letter grade bands, typically designated as A, B, C, D, and E (or F). Each letter grade corresponds to a defined qualitative descriptor and score percentage boundary.

204. (D) Numerical weight assigned to a specific letter grade
A Grade Point is defined as the numerical weight assigned to a specific letter grade (e.g., Grade A1 = 10 points). These numerical points are used to compute subject credit averages and overall Grade Point Averages.

205. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 advocates replacing single-score report cards with 360-degree Holistic Progress Cards because traditional marksheets overemphasize cognitive recall while ignoring affective, psychomotor, and social growth, making both statements true with a clear explanatory link.

206. (B) Tracking academic performance in real time and enabling parental notifications
Online portals like Edudel improve administrative efficiency in GNCTD schools by enabling real-time logging of student attendance, assessment entries, and progress tracking, while automated communication features keep parents regularly informed about student academic development.

207. (B) Marking standards, paper difficulty, and evaluation rigor vary across boards
Normalization of marks across different school boards is necessary for higher education admissions because examination difficulty, grading strictness, and syllabus structures vary significantly among boards, preventing direct raw score comparisons.

208. (D) I, II and III
Article 21A guarantees free education for ages 6–14, Article 45 addresses early childhood care under age 6, and Article 350A focuses on primary instruction in the mother tongue. All three constitutional mappings are correct.

209. (A) Language, script, or culture
Article 29(1) of the Constitution grants any section of citizens residing in India having a distinct language, script, or culture of its own the fundamental right to conserve the same, protecting cultural diversity across the nation.

210. (A) Yashpal Committee
The Yashpal Committee was constituted in 1992 to examine the problem of academic burden on school students. Its 1993 landmark report, "Learning Without Burden," recommended reducing textbook load, eliminating rote learning, and reforming examination practices.

211. (C) 75%
Under the scheme governing Jawahar Navodaya Vidyalayas, a minimum of 75 percent of total admitted seats in each district are reserved for children from rural areas, ensuring high-quality residential education for talented rural youth.

212. (A) I, II and III only
NEP 2020 prioritizes universal ECCE, foundational literacy and numeracy by Grade 3, and early vocational exposure from Class 6. It strengthens Teacher Eligibility Tests rather than abolishing them, making statements I, II, and III correct.

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274. (B) DIETs at the district level
NPE 1986 recommended establishing District Institutes of Education and Training (DIETs) across all districts to upgrade primary teacher education and support elementary education personnel.

275. (C) 8 to 11 years
Under NEP 2020, the Preparatory Stage covers Classes 3 to 5 for children aged 8 to 11 years, focusing on activity-based, interactive, and foundational learning.

276. (B) Fine extending up to 10 times the capitation fee charged
Section 13(2)(a) of the RTE Act 2009 prescribes that charging capitation fees during admission renders the school management liable to a fine extending up to 10 times the capitation fee collected.

277. (A) Census duties, disaster relief, and elections to Parliament and State Legislatures
Section 27 of the RTE Act 2009 bans non-educational deployment of teachers, exempting only decennial census duties, disaster relief, and parliamentary or state legislative elections.

278. (B) Foundational Literacy and Numeracy
In the NIPUN Bharat framework, FLN stands for Foundational Literacy and Numeracy, emphasizing basic reading comprehension and numerical skills for primary school children.

279. (A) Objectivity
Objectivity ensures that test scores remain free from subjective examiner bias or opinion, yielding identical marks when evaluated by different scorers using standardized keys.

280. (B) Internal consistency
The split-half method measures internal consistency reliability by dividing a test into equivalent halves and correlating scores between the two halves to evaluate item homogeneity.

281. (B) Equal proportions of high and low performers answered correctly
A Discrimination Index (D) of 0.00 indicates that equal numbers of candidates in high and low performing groups answered correctly, showing zero power to differentiate performance levels.

282. (A) Rote memorization to mastery of measurable learning outcomes and skills
Competency-based education shifts pedagogical focus away from passive rote memorization toward the demonstrated mastery of measurable, practical learning outcomes and real-world skills.

283. (A) 0
When all scores in a dataset are identical (5, 5, 5, 5, 5), there is zero variation around the mean. Consequently, the Standard Deviation is exactly 0.

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284. (A) 0.00
A standard Normal Probability Curve is perfectly symmetrical around its central mean, resulting in a mathematical Skewness (Sk) coefficient of exactly 0.00.

285. (A) Both A and R are true and R is the correct explanation of A
Absolute grading aligns with competency-based education because it measures mastery against fixed benchmarks regardless of peer performance, making both statements true with a correct explanation.

286. (B) Summing Grade Points across subjects and dividing by total subjects
CGPA on a 10-point scale is calculated by summing the Grade Points obtained in all subjects and dividing by the total number of subjects taken.

287. (B) Cognitive, affective, and psychomotor domains holistically
A 360-degree Holistic Progress Card assesses a child's development across cognitive, affective, and psychomotor domains by synthesizing self, peer, and teacher evaluations.

288. (D) I, II and III
Parent-Teacher Meetings, Holistic Progress Cards, and online portals like Edudel all serve as effective, transparent reporting tools in modern school administration.

289. (C) Article 30(1)
Article 30(1) of the Constitution of India grants all religious and linguistic minorities the fundamental right to establish and administer educational institutions of their choice. This provision safeguards minority educational rights, preserves cultural and linguistic identity, and ensures that such institutions can function

without discrimination, subject to reasonable regulations for maintaining academic standards.

290. (B) Strengthening the Common School System and early childhood care
The Ramamurti Committee (1990) advocated strengthening the Common School System, expanding early childhood care, and decentralizing school governance to promote educational equity.

291. (B) Classes 9 to 12 (4 years across two phases: 9-10 and 11-12)
Under NEP 2020, the Secondary Stage spans four years covering Classes 9 to 12 in two sub-phases (9–10 and 11–12), offering multidisciplinary study and flexible course options.

292. (D) I, II, III and IV
The RTE Act Schedule prescribes PTR 30:1 for enrollment up to 200, minimum 200 working days, 800 instructional hours, and 45 weekly teacher work hours. All four statements are statutory requirements.

293. (B) Learning objectives, content, and item distribution
A Table of Specifications (TOS) maps instructional objectives against content areas, ensuring balanced item distribution and content validity across the examination paper.

294. (A) 30
T-score is calculated as $T = 50 + 10(Z)$. Substituting $Z = -2.0$ yields $T = 50 + 10(-2) = 30$.

295. (D) Grade D-1
In CBSE's relative 9-point grading system, passed candidates are divided into proportional performance bands ranging from Grade A-1 down through lower passing grades. The candidate group positioned in the lower segment of passed examinees receiving designated passing outcomes is assigned Grade D-1, ensuring structured relative distribution across the candidate population.

296. (B) Grade Inflation
Awarding artificially high letter grades without standardized rubrics leads to Grade Inflation. This phenomenon distorts performance metrics, lowers academic standards, and reduces the discriminatory value of report card grades across student cohorts.

297. (C) Mode
The Mode is the measure of central tendency defined as the score value that occurs with the greatest frequency in a distribution. It identifies the most common observation in categorical or numerical data.

298. (A) DIET (District Institute of Education and Training)
Under Samagra Shiksha, District Institutes of Education and Training (DIETs) serve as the key district-level nodal institutions responsible for providing continuous academic support, pedagogical guidance, and professional development training to elementary school teachers.

299. (A) Proportion of test takers answering an item correctly
Item Difficulty (P) measures the proportion of total test takers who answer an item correctly. It ranges from 0.00 to 1.00, where higher numerical values indicate that a larger percentage answered correctly, representing an easier test item.

300. (A) Single-domain marks display to continuous, multidimensional progress tracking across all domains
The primary purpose of introducing the 360-degree Holistic Progress Card under NEP 2020 is to shift student reporting away from traditional single-score mark sheets toward continuous, multidimensional tracking across cognitive, affective, and psychomotor domains, integrating self, peer, and teacher evaluations.

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